# TODAY'S EDUCATION

The Journal of the NATIONAL EDUCATION ASSOCIATION

February/March 1980


## ELEMENTARY EDITION

## POLITICS 1980

See page 26.

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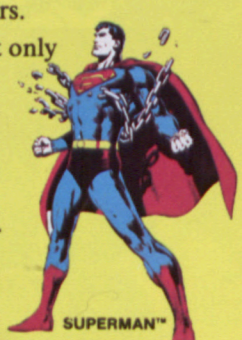


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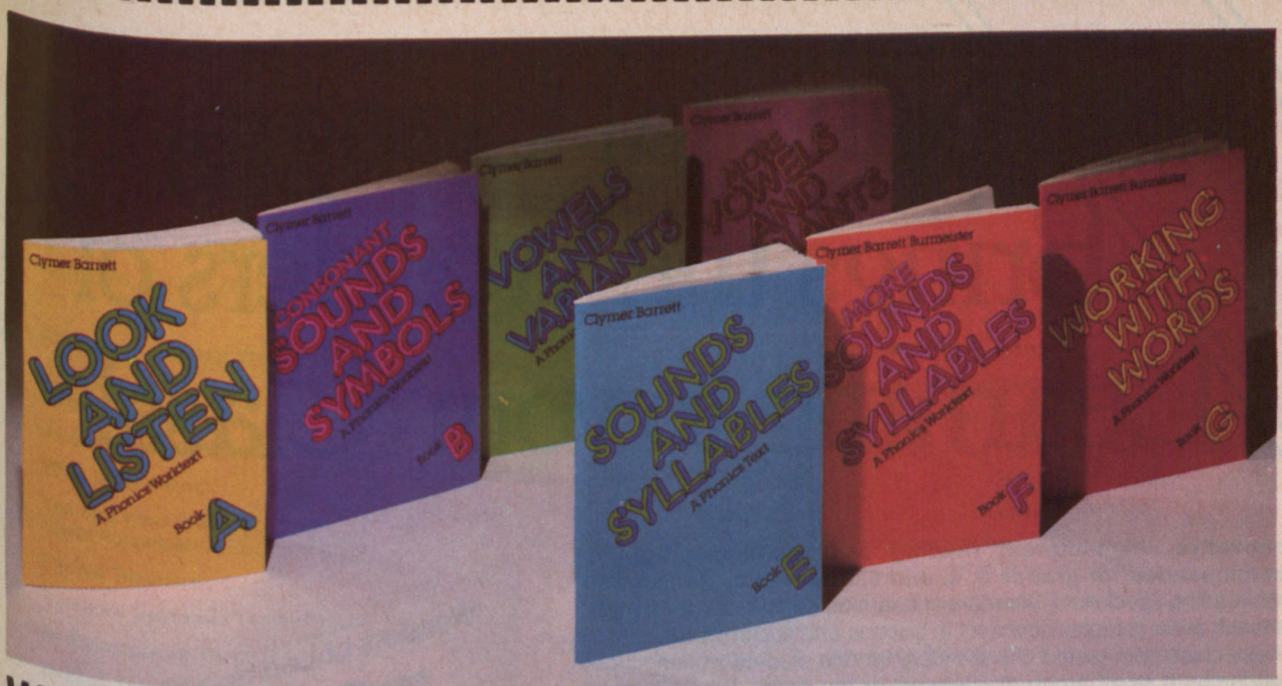


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The Journal of the NATIONAL EDUCATION ASSOCIATION

February-March 1980, Volume 69, Number 1

ELEMENTARY EDITION

## SPECIAL FEATURE ON POLITICS 1980

26 **Politics 1980**
Willard McGuire

28 **An Honorable Profession, Politics**

29 **What Is NEA-PAC . . . ?**

30 **You and Your Primary**
Roger Rosenblatt

33 **Florida Teachers . . .**

37 **Southern California Teachers . . .**

39 **New Hampshire Teachers . . .**

42 **Indiana Teachers . . .**

## ARTICLES

45 **Learning from and with Children**
Monroe D. Cohen

46 **Teaching (and Learning) Are Easier . . .**
Eda J. LeShan

51 **Four Who Cared**
Monroe D. Cohen

59 **How Children Teach Us**
Margaret Yonemura

69 **Learning with Breadth and Depth**
Eleanor Duckworth

72 **Reflecting and Growing**
Steven R. DeLapp

74 **Illuminating Children's Growth**
Patricia F. Carini

81 **Meet Chris Rogers**
Elizabeth E. Yeary

## CONTINUING FEATURES

100 Books

91 Classroom Tips by *Jane Tylor Field*

26 Editorial

103 Free or Inexpensive

4 In This Issue

17 Letters

107 NEA Publications for Elementary Teachers

12 Research Clues by *John H. Hollifield*

20 The Teacher and the Law by *Barbara Stein*

24 The Teacher as a Consumer by *Theodore O. Cron*

18 Teacher Opinion Poll

6 Trends

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**Washington, DC (Silver Spring, MD) 20910**—T.P. Jones & Associates, 8820 Cameron St.; (301) 949-2477.

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Published four times a year in September-October, November-December, February-March, and April-May by the National Education Association of the United States, 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000. TODAY'S EDUCATION® (ISSN 0040-8484) goes to all members of the Association. Annual subscription price $1.11 (included in membership). Single copies $2 each. Second-class postage paid at Washington, DC, and at additional mailing offices.

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# In This Issue

Welcome to the first three-edition issue of *Today's Education*. There is a General Edition, an Elementary Edition, and a Social Studies Edition. Each edition carries basically the same editorial matter in the front and the back; the center section is different.

The flag-and-apple cover design on all editions symbolizes teacher involvement in politics, which is the topic of the lead feature. Starting on page 26, this feature appears in each edition.

Titled "Politics 1980," the feature takes off with an editorial by NEA President Willard McGuire on the importance of teacher participation in the political process in order to ensure better schools and better working conditions for teachers. Several articles in the feature tell about the work of the NEA Political Action Committee and the Presidential endorsement process, teachers' involvement in the Presidential primaries, and how local and state teacher groups are working in the political arena.

If you received the General Edition, you will find in the center section an assortment of articles of general interest to teachers at various levels and in various subject matter fields. For example:

- The secret of good teaching by famous anthropologist Ashley Montagu.
- What teachers can do if their schools are closed down.
- A new program for first graders.
- Problems of teenagers who work after school.
- How teachers are learning to cope with mainstreaming.
- Giving the forgotten average students a break.
- Growing older gracefully in the classroom.
- Ways to teach children how to write poetry.
- Legislative action to bring about truth in testing.
- How a classroom teacher overcomes her personal problems.

If you received the Elementary Edition, you will find seven articles in the center section instead of those in the General Edition mentioned above. By the printer's sleight of hand, he has replaced the general articles with articles of special interest to elementary teachers. This in-depth pedagogical feature has as its theme "Learning from and with Children."

The elementary feature was planned by Monroe D. Cohen, former director of publications for the Association for Childhood Education International and editor of its journal, *Childhood Education*. In his introduction to the feature, he outlines the articles and points out that they call for a "return to first principles, to observe carefully and thoughtfully the children in our classrooms so that we can learn from them and with them."

Dr. Cohen also comments in his introduction that the slogan "proud to teach" (originated by former NEA President Lester Buford) is an appropriate subtitle for the feature's keynote statement by Eda J. LeShan. Her recollections of her own "paths toward understanding and appreciating the early years of growing and living" provide a philosophical framework for the rest of the feature.

If you received the Social Studies Edition, you will find six articles in the center section substituted for those in the General Edition and the Elementary Edition. The theme for these articles is "Freedom of the Press."

Merrill Hartshorn, executive secretary emeritus of the National Council for the Social Studies, served as guest editor for this feature. His articles are grouped into three parts, as he explains in his introduction to the Social Studies section: (1) substantive material for teaching about freedom of the press, (2) classroom teaching strategies, and (3) resources for teacher and classroom use.

The articles in this section, including an interview with Walter Cronkite, are designed to inform and help social studies teachers teach this important topic. Mr. Hartshorn states in his introduction that "the free press has the responsibility to ensure the public's right to know and to guard against secret government; our schools have a responsibility to prepare a citizenry able to understand the issues involved in the maintenance of that freedom."

Also changed from edition to edition are some of our "Continuing Features," "Classroom Tips," "NEA Publications," "Free or Inexpensive," and, of course, the contents page are somewhat different in the various editions.

For example, "Free or Inexpensive" items in the Elementary Edition are of special interest to elementary teachers; in the Social Studies Edition, to that group of teachers. The General Edition contains an assortment of items—some for teachers at every level. "Classroom Tips" in the Elementary Edition is concerned with good teaching techniques especially usable at the elementary level. Similarly, the General Edition contains an assortment of tips for teachers at every level.

Maybe we goofed in sending you the edition you have in your hands right now. Our decision was based on our records and on postcards returned from our September-October 1979 overcover. At any rate, maybe you'd like to receive a different edition in the future. If so, check the postcard facing page one in this issue and mail it to us soon. We can't send you other editions of *this* issue, but we can change your record for fall issues.

Eventually we hope to publish many other editions aimed at meeting the specialized interests and needs of our members. As these editions are developed, you will again be given a chance to tell us which edition you'd like to receive.

Soon a national readership study will gather from a sample of NEA members their reactions to and suggestions about specialized editions. Whether or not you are included in that sample, we hope you will write us and share your reactions and suggestions on this plan to meet more specifically the specialized interests and needs of our readers. We'll look forward to hearing from you.

—WAG.

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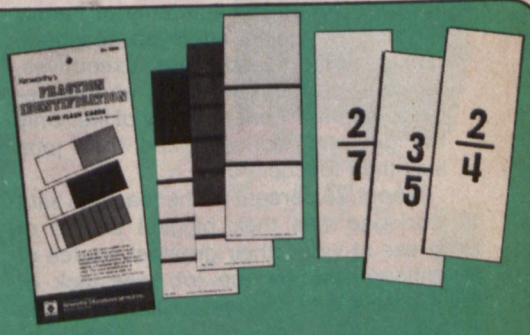


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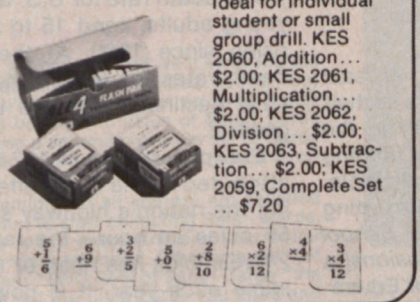

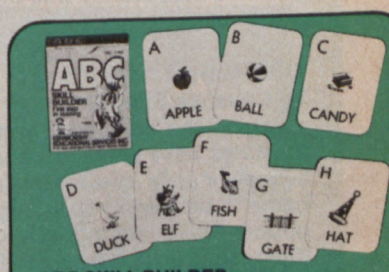


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# Trends

**Most Teachers Like Their Work, But Feel Stress**

Two-thirds of teachers say their jobs are stressful, but 86 percent say that they usually or always like their work. So says the American Academy of Family Physicians, which surveyed teachers, family doctors, business executives, farmers, garment workers, and secretaries on their work and way of life. Only the garment workers liked their jobs less than teachers did.

About 38 percent of the teachers said workload was their biggest source of stress at work; their greatest source of unhappiness on the job was lack of appreciation. At home, like everyone except the doctors and executives, teachers said money was their greatest problem.

**Tax Reforms Are Failing To Equalize Spending**

During the last seven years, at least 22 states have enacted reforms in their school finance systems, usually in the name of equalizing spending or funding opportunities among school districts. The results have been mixed, according to *The Search for Equity in School Finance: Summary and Conclusions,* a report of a National Institute of Education study of reforms in California, Florida, Kansas, Michigan, and New Mexico.

Reform has contributed to an increase in statewide total spending for education and a reduction in local property tax rates for education. Tax rates in the different school districts are much more nearly equal than before. Progress toward equal distribution of revenues and of instructional expenditures per pupil has been small or nonexistent, however.

Overall, the outcomes have been mixed, and the reforms fall short of alleviating the conditions calling for reform.

**Gifted and Talented Students Get More Attention**

Seven years ago, only 1 out of 25 of the U.S. students considered gifted or talented were served by special programs, but by 1978, more than 1 out of 5 were, according to the Council for Exceptional Children (CEC). At least 34 states now encourage special programs for this group through either legislation or administrative policies, a CEC survey has found.

Between 3 and 5 percent of the school population are estimated to be gifted and talented.

**College Women Now Outnumber College Men**

About 50.7 percent of fall 1979 college and university students were women—an increase of 3.8 percent over 1978—according to the National Center for Education Statistics (NCES). NCES estimates that altogether 11.7 million students enrolled, a gain of 2.4 percent since fall 1978. NCES attributes the gain to increased enrollments in two-year colleges.

**Death Rate for Young Rises**

The death rate for U.S. teenagers and young adults, aged 15 to 24, has been rising since 1960. At the same time, death rates for every other age group have declined, says the U.S. surgeon general.

Except for a dip in 1974 and 1975—attributed to the initial effects of lowering the nation's highway speed limit to 55 miles an hour—the rate for 15- to 24-year-olds has risen or remained the same each year. It is now 13 percent higher than in 1960. For adults 25 to 64, the rate declined 16 percent during that same period.

More and more young people, especially men, are dying in auto accidents and by murder and suicide. Experts blame drinking and unemployment, among other factors. According to a Johns Hopkins University sociologist, unemployment, by increasing frustration, increases the likelihood of homicide, suicide, and accidents.

**U.S. Students Have Trouble with Math Problem Solving, Study Shows**

Although U.S. students generally can handle the mechanics of mathematics, many of them have trouble applying these basic skills to everyday problems, according to the National Assessment of Educational Progress (NAEP). The NAEP's 1978 survey of mathematics achievement of 9-, 13-, and 17-year-olds showed that many students also don't understand such concepts as fractions, decimals, and percentage. Since 1973, the first year NAEP surveyed mathematics achievement, overall math scores of the three groups declined 1 percent, 2 percent, and 4 percent, respectively.

On a simple multiplication word problem that contains numbers not needed to solve the problem, 23 percent of the 13-year-olds multiplied together all the numbers mentioned. Only about 10 percent of the 17-year-olds could figure the unit cost for electricity when shown an electric bill that contains extraneous information.

**NEA Helps Sponsor Academic Freedom Group**

NEA and seven national organizations have formed a coalition, the Academic Freedom Group, to alert educators to the high incidence of educational censorship and the seriousness of its consequences. The coalition further seeks to develop educators' skills in preventing or successfully opposing destructive criticisms of educational programs or materials. The Group is carrying out this information and education program through a series of regional workshops.

**Blacks Are Underrepresented on Southern Faculties**

Only 8 percent of the faculty members at public higher education institutions in the South are Black, according to the Southern Regional Education Board, while 18.8 percent of the population in the South is Black and 15.1 percent of college students in the South are Black.

Blacks make up 67.7 percent of the faculty in predominantly Black institutions and 3.0 percent of the faculty at institutions where Blacks are 5 to 80 percent of the enrollment. Black faculty members are also less likely than White faculty members to hold tenure or the rank of full professor or to have earned a doctorate.

A report on the subject is available from the Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, GA 30313.

**Most College Graduates Are Satisfied with Their Jobs**

Underemployment may be less of a problem for college graduates than many people think, according to the findings of a survey published by the

(continued on page 10)

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# Trends
(continued)

College Placement Council (CPC). More than four-fifths of the graduates of the 1970's who responded to the survey said they were either "very" or "somewhat" satisfied with their jobs. One-third said they were underemployed and would like a more challenging position.

The majors that graduates had found most likely to provide preparation for jobs were business, engineering, and education. The study found that college prepares graduates for their first job after graduation more than for jobs they move into later on.

The report, *College Education and Employment—The Recent Graduates,* is available for $9.95 from the CPC Foundation, P.O. Box 2263, Bethlehem, PA 18001.

**NEA Takes Part in Citizen/Labor Energy Coalition**

NEA is one of more than 200 organizations involved in the Citizen/Labor Energy Coalition (CLEC) campaign to educate and mobilize citizens on energy issues. CLEC is promoting a comprehensive national energy policy that protects the interests and rights of the consumers, especially working people, the elderly, and the poor.

The Coalition's proposed legislative program includes reimposition of price controls on crude oil, heating oil, and natural gas; appointment of a special prosecutor to investigate shortages; legislation to ensure that refineries run at full capacity; and establishment of a taxpayer-owned energy corporation to compete directly with the oil companies.

For more information about CLEC, write to the Coalition at 600 Fullerton St., Chicago 60614.

**Working Women Face Obstacles**

The gap between men's and women's earnings did not change from 1967 to 1978, according to the *Monthly Labor Review* of the Bureau of Labor Statistics. The median earnings of all women remained about 60 percent of those of all men.

In May 1978, 37 percent of all full-time workers and 67 percent of persons earning less than $125 a week were women. Five percent of the first category and 10 percent of the second were Black women; 2 percent and 5 percent, respectively, were Hispanic women.

Eighty percent of U.S. working women—those in low-paying, low-status jobs—face serious obstacles in getting the education they need, according to *Working Women Speak: Education, Training, Counseling Needs,* issued by the National Advisory Council on Women's Education Programs. The main problems the women cite are lack of money and time, child-care responsibilities, sex discrimination, limited types of training, and personal insecurity.

**Textbooks Still Largely Ignore Women**

A 1978 update of a 1974 survey shows that U.S. high school history textbooks have improved their treatment of women, but not much, according to the Feminist Press. The books improved most in eliminating sexist language and in including women in illustrations.

The texts, however, the Press points out, continue to be organized around political and military events, so that "the history of all oppressed groups—not only that of women—is underrepresented. The objective has been to include these groups within 'the mainstream of history,' rather than to raise questions about what 'the mainstream of history' is."

To obtain a reprint of the article in which these findings appear and an annotated guide to current high school U.S. history texts, send a business-sized, self-addressed, stamped envelope to the Feminist Press, Box 334, Old Westbury, NY 11568.

**Arts-in-Education Group Seeks Advocates**

The Arts, Education, and Americans, Inc. (AEA) has launched a major advocacy program to help secure for the arts a greater role in U.S. education. The program includes a public awareness campaign and a free consumer information service.

Those who enroll in the program will receive a newsletter and monographs on issues and programs related to the arts in education. They will also have access to speaker referral services and informal consultation.

To subscribe to the free AEA National Advocacy Program for Arts-in-Education, write to The Arts, Education, and Americans, Inc., Box 5297, Grand Central Station, New York 10017.

**NEA Reports on Salaries in Higher Education**

In 1977-78 the median nine-month faculty salary in public four-year colleges was $17,818, according to NEA figures. At public universities with enrollments of more than 10,000, it was $19,560. The highest median salary was $20,090, for faculty at nonpublic universities with enrollments of more than 5,000.

Women comprised 22.5 percent of the faculty on nine-month contracts at all four-year institutions and 24.5 percent at public four-year colleges. Their median salary was 85.4 percent of the median salary of all faculty.

The report, *Quartiles of Faculty Salaries Paid in Higher Education, 1977-78,* is available for $1.35 (to NEA members, Stock No. 1669-6-00) and $3 (to nonmembers, Stock No. 1669-6-10) from the NEA Distribution Center, the Academic Bldg., Saw Mill Rd., West Haven, CT 06516.

**Federal Government Describes Legitimate Affirmative Action**

Last fall, the U.S. Office for Civil Rights (OCR) gave colleges and universities some suggestions for increasing their enrollment of minority students.

OCR says that voluntary affirmative action may include, but is not limited to, the following:

- Considering race, color, or national origin as a positive and important factor in selecting students.
- Increasing recruiting in predominantly minority institutions and communities.
- Using alternative admissions criteria when traditional criteria are not predictive of success for minority students.
- Providing special services to help disadvantaged students meet admissions requirements.
- Establishing numerical goals to achieve the desired composition of the student body.

**Students' Costs Rise 5 Percent at Public Universities**

Median total charges for tuition, fees, room, and board for students at major U.S. public universities for 1979-80 were 5 percent higher than in 1978-79, according to a report of the National Association of State Universities and Land-Grant Colleges (NASULGC). The increase in the Consumer Price Index from July 1, 1978, to July 1, 1979, was 9.3 percent.

This year's median total charges for a state resident are $2,333; they are $3,667 for a student from out-of-state.

The report, *1979-80 Student Charges at State and Land-Grant Universities,* is available free from the Office of Communication Services, NASULGC, One Dupont Circle, N.W., Suite 710, Washington, DC 20036.

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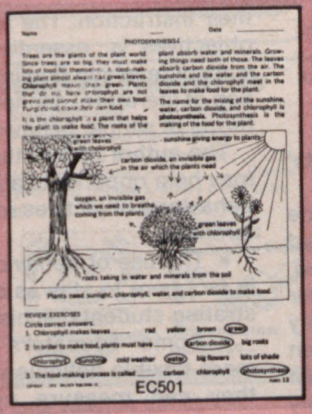

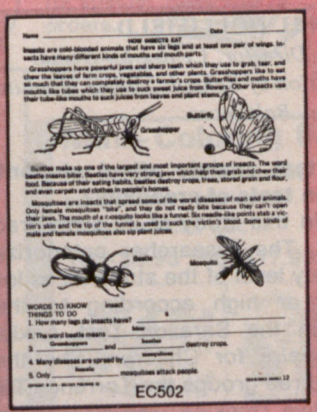

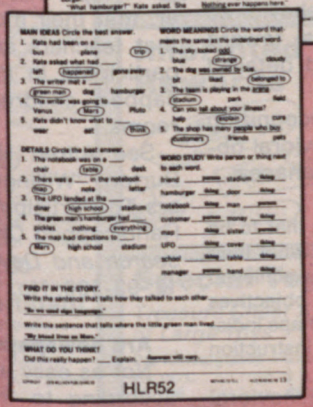
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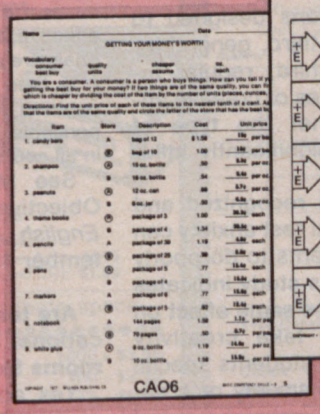
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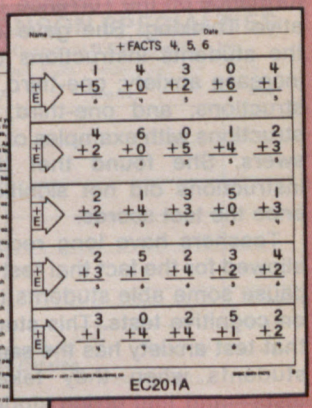
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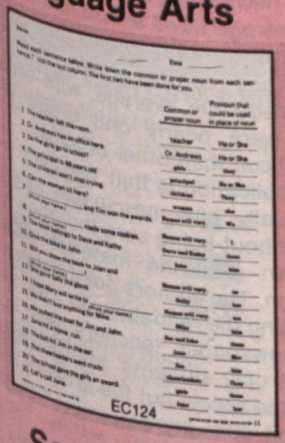
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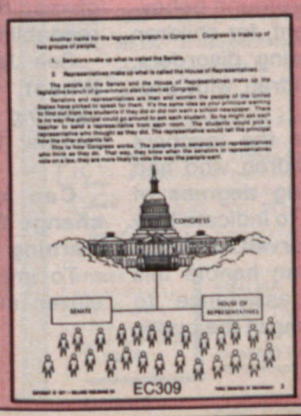
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# Research Clues

By JOHN H. HOLLIFIELD
*Assistant Director, Center for Social Organization of Schools, Johns Hopkins University, Baltimore.*

**Does test anxiety affect students' scores on tests of creativity?**

It did in this study of 72 sixth grade students. The researcher categorized the anxiety level of the students as low, medium, or high according to their scores on the Sarason Test Anxiety Questionnaire for Children. She then gave all three groups the Torrence Test for Creative Thinking. The high-anxiety students scored significantly lower on the test than the others did.

The researcher also looked for effects of different types of instructions on performance on the Torrence Test for Creative Thinking. She gave one-third of the students instructions designed to increase anxiety; one-third, general instructions; and one-third, regular instructions with examples of creative answers. She found that the type of instructions did not significantly influence the test scores.

Teachers have long recognized and allowed for the fact that test anxiety can cause some able students to do poorly on cognitive tests. This study indicates that test anxiety has the same effect on students when they take creativity tests—and that giving students special instructions related to anxiety or creativity of the kind this researcher tried does not affect scores on creativity tests.

See Landa L. Trentham. "Anxiety and Instruction Effects on Sixth-Grade Students in a Testing Situation." *Psychology in the Schools* 16: 439-43; No. 3, 1979.

**Should English teachers use behavioral objectives?**

Yes, says this author in a review of the struggle between opponents and proponents of the use of behavioral objectives to measure performance in English.

The argument for objectives is, essentially, that teachers can describe and therefore measure much of what is taught in English classes in terms of students' observable uses of English. Behavioral objectives therefore help English teachers maintain quality of instruction and measure the results of their instruction. The argument against objectives is, essentially, that the results of teaching English (e.g., appreciation of literature) cannot be measured in terms of simple behavioral objectives.

The author makes three points which may help opponents and proponents of behavioral objectives reconcile their differences:

- The use of behavioral objectives is in fact here to stay as a way of demonstrating students' achievement.
- Some educators are proposing more flexible definitions of behavior so they can measure progress toward large goals as well as toward detailed objectives.
- Many educators are recognizing that although the use of behavioral objectives is helpful, it is not a panacea.

The author concludes thus:

> . . . if we accept the premise that to be effective, teachers ought to know what their goals are and when they have been achieved . . . then formulating behavioral objectives ought to be a reasonable, and perhaps indispensable, starting point for good instruction in all courses, including English.

See Marna Brockhoff. "Behavioral Objectives and the English Profession." *English Journal* 68: 55-59; No. 6, September 1979.

**Are teachers willing to provide educational opportunities in their classrooms for handicapped children?**

Yes, according to this study of 34 elementary school and 33 secondary school teachers. Almost all the teachers were willing to provide educational programs in their classrooms for children with borderline and mild handicaps. More than half were willing to provide programs for children who were moderately to severely handicapped. In addition, 9 percent were willing to provide programs for children who were profoundly orthopedically handicapped; 30 percent, for those with profound behavioral disorders; 50 percent, for children who had profound hearing disorders; and 27 percent, for children with profound visual disorders.

The researchers gave the teachers vignettes describing children who had the handicaps in varying degrees of severity and asked them to indicate how each child should be served. The options ranged from "I can handle this child in my class without assistance" to "This child does not belong in the public school," with four options in between.

Generally speaking, teachers were highly willing to integrate the handicapped into their classrooms; their willingness to accept children with different kinds of handicaps varied greatly, however. Only 12 percent were willing to set up classroom programs for children with moderate mental retardation, but 92 percent were willing to provide programs for children with moderate behavioral disorders. No teacher wanted to provide programs for children who were severely mentally retarded.

The authors feel that teachers view working with children with intellectual handicaps as far more difficult than working with children with behavioral problems or sensory or other physical handicaps. The authors stress, however, that their most important finding is that teachers are in general willing to participate in integrating most handicapped children into regular classrooms.

See Alfred Hirshoren and Thomas Burton. "Willingness of Regular Teachers To Participate in Mainstreaming of Handicapped Children." *Journal of Research and Development in Education* 12: 93-100; No. 12, Summer 1979.

**Are newspapers easy reading?**

Not as easy as most people assume, according to this study. The authors applied the Fry and the Dale-Chall readability formulas to 40 newspaper articles, 20 dealing with international and national news and 20 with sports.

The average news article had a readability level of tenth-to-eleventh grade; the average sports article, sixth-to-eighth grade. On average, wire-service articles were nearly one grade level more difficult than other articles.

The implication is that teachers cannot casually give newspaper assignments without being sure that their students can read the material without frustration. The authors point out that in determining the readability of a passage from a newspaper, teachers must consider not only students' interest in the topic of the article but the article's level of reading difficulty determined by the readability formulas.

See Jerry L. Johns and Thomas E. Wheat. "Newspaper Readability." *Reading World* 18: 141-47; No. 2, December 1978.

**Can classroom meetings help change the inappropriate behavior of learning disabled children?**

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(continued on page 16)

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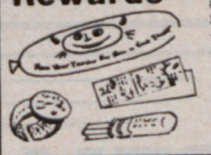

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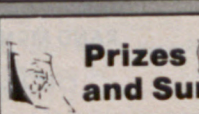

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# Research Clues

(continued)

abled boys in her class, a teacher tried out two types of classroom meetings described by William Glasser in *Schools Without Failure.* Every day for eight days, the teacher held two types of classroom meetings: open-ended meetings in which the class discussed thought-provoking questions on general topics and meetings in which the students discussed their specific social behavior in school. The rate of verbal arguments between two classmates decreased from 3.79 per day to .25 per day; that of verbal arguments involving more than two classmates, from 1.21 to .38 per day; and that of physical confrontations, from .38 to .13 per day.

The authors note several factors that limit the validity of their findings.

- The teacher they studied had already spent two years with the students and had strong rapport with them.
- The students were used to having discussions about solving problems.
- The teacher—rather than an impartial observer—recorded the data on the number of verbal arguments and physical confrontations.

Nonetheless, teachers may want to look at Glasser's classroom meeting techniques as possible ways to reduce disruptiveness in the classroom.

See Paula Marandola and Steve C. Imber. "Glasser's Classroom Meeting: A Humanistic Approach to Behavior Change with Preadolescent Inner-City Learning Disabled Children." *Journal of Learning Disabilities* 12: 383-87; No. 6, 1979.

**Can the location of a testing session affect students' test performance?**

Yes, according to a study which found that students' scores on tests were significantly lower when they were moved out of their regular classrooms to take the tests. The researchers examined the scores on six weekly quizzes of 50 students in two college geography sections.

On one occasion each section took the quiz in a classroom other than their regular one. The students' scores dropped significantly. Interestingly, the scores of students who had previously been performing the best suffered the most—their error rates went up more than did the rates of the students with lower average scores.

The authors believe the study produced these results because students use cues available in the classroom where they have learned material to answer test questions on that material. Switching the environment removes the cues and leads to poorer performance. The switch has the greatest effect on the better students, who probably had been making better use of the cues than the poorer students had.

The main implication for teachers, according to the authors, is that they should be aware that the setting for a test makes a difference in test scores. Therefore, teachers should try to standardize conditions in which their students take tests. Although this study involves college students, the point deserves the consideration of elementary and secondary school teachers.

See Richard L. Metzger, Pamela F. Boschee, Terry Haugen, and Barbara L. Schnobrich. "The Classroom as Learning Context: Changing Rooms Affects Performance." *Journal of Educational Psychology* 71: 440-42; No. 4, 1979.

**How can schools improve students' self-concepts?**

This article identifies seven strategies that have been devised to improve students' self-concepts, reviews the research literature about each, and identifies the ones that seem to work. The seven strategies are these:

- Direct encouragement—provision of information that improves a student's self-concept directly (e.g., saying "That's really good" or giving the student a report of his or her high score on a test).
- Affective programs—programs that involve the students in the process of changing themselves (e.g., counseling, sensitivity training).
- Racial study programs—courses that show the accomplishments of members of minority groups.
- Parent education programs—programs that educate parents to change their behavior in order to improve their children's self-concepts.
- Tutorial programs—programs in which low-achieving older students tutor younger students.
- Selected types of organization—learning environments that are conducive to improving students' self-concepts (e.g., open classrooms, team teaching).
- Opportunities to become competent—experiences that provide success (e.g., in an academic skill or in completing a course).

The authors conclude that the research shows that affective programs, racial study programs, tutorial programs, and opportunities to become competent are effective in improving students' self-concepts. Direct encouragement is not effective, and the jury is still out on types of organization and on parent education programs.

The authors' review of the research is skimpy, and their most recent citation is 1971. Therefore, their conclusions are suspect.

Despite the flaws in this study, however, it is important because of what it attempts to do: identify an educational problem (the need for improving students' self-concepts), organize the strategies available to deal with the problem, and bring research evidence to bear on the strategies. This type of synthesis of education research needs to be done more often to give schools and teachers a coherent picture of which educational strategies may be effective for which purposes. It also must be done well to avoid premature conclusions, however.

See Harvey Leviton and John Kinsella, Jr. "Intervention Strategies for Promoting Self-Concept." *Academic Therapy* 14: 535-46; No. 5, May 1979.

**When teachers think students have severe school problems, are the students and their parents likely to agree with them?**

Not at all, according to this study of 180 students, ages six to 18, who were referred by school staff for clinical assessment and consultation because of school problems.

The students, their parents, and their teachers filled out separate questionnaires that listed seven aspects of the students' schoolwork, attitudes, and behavior. On each item, they rated the students on a six-point scale, from very poor to excellent.

The students' ratings of themselves were consistently more positive than those of their teachers. In Effort in School, for example, only 16 percent of the students rated themselves poor or very poor; 35 percent of the parents rated their children poor or very poor, and the teachers rated 67 percent of the students poor or very poor.

These results imply that teachers should be aware of the communication gap they may face when trying to help a student who's not doing well, especially when they seek parental help. As the first step, both students and parents may need to be convinced that a severe problem really exists.

See Howard Adelman, Linda Taylor, Williamson Fuller, and Perry Nelson. "Discrepancies Among Student, Parent, and Teacher Ratings of the Severity of a Student's Problems." *American Educational Research Journal* 16: 38-41; No. 1, Winter 1979. □

# Letters

*Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of* Today's Education *at the top of your letter. Also indicate your school, position, and home address.*

**Teacher Burnout**

Articles such as those in your special feature on teacher burnout (November-December) are comforting because they help a teacher like me realize that I am not the only one who is frustrated and discouraged. This burnout phenomenon totally drains me of my emotional and physical reserves.

Teachers now have to deal with physically, emotionally, and mentally handicapped students in their classrooms. A conscientious teacher wants to see these students succeed. This responsibility can be very emotionally taxing indeed.

—Joan Mary Macey, *art teacher, Benjamin Franklin Elementary School, Binghamton, New York.*

I enjoyed Dorothy Moe's prescription for teacher burnout.

Five years ago I took a sabbatical leave for travel because I needed to renew myself. I purchased Greyhound's Ameripasses and traveled through Indiana, Missouri, Colorado, Texas, New Mexico, Oklahoma, Illinois, Tennessee, and Florida. It was great! I returned to teaching with new vigor.

—Mary C. Bradley, *fourth grade teacher, Gaskill School, Jeannette, Pennsylvania.*

"A Prescription" by Dorothy Moe in the feature on burnout gives the most irresponsible and inappropriate response imaginable to how teachers can prevent burnout. Our educational system is collapsing largely because of the social attitudes Ms. Moe advocates—get into yourself, do what you want to do, avoid your "erroneous zones."

The only way we are going to repair the system is to become more involved and to take on more responsibility—not individually to the point where we burn out, but collectively, together with our colleagues. Teachers are going to have to use their unions and professional organizations to deal with the incredible problems presented by a society that has increasingly less to offer young people and that views education as an unnecessary luxury.

The last thing we need is teachers who have decided to deal with the problem by forgetting about it.

—Michael Engel, *Department of Political Science, Westfield (Massachusetts) State College.*

The November-December editorial, "Teacher Burnout," leads one to believe that teaching suddenly has become a job that taxes a person's physical and mental abilities to the limit. I fail to see the justification for that statement.

In describing the causes of teacher burnout, NEA President Willard H. McGuire speaks of violence and vandalism, inadequate salaries, oversized classes, and insecurity and anxiety. But teachers have always had to contend with these conditions. In the thirties, for example, even though there was less violence and vandalism than there is today, teachers certainly experienced insecurity and anxiety and were paid inadequate salaries. Yet we heard nothing about teacher burnout in those depression years.

I am not advocating a return to the conditions of the thirties or to the forties, a decade which was not much better for teachers. I wonder, however, why teachers today who experience the same adverse conditions that teachers in the thirties and forties experienced feel burned out. Perhaps it is time to admit that some teachers bring burnout upon themselves.

—Herbert E. Steingass, *physics and chemistry teacher, West Geauga High School, Chesterland, Ohio.*

**Commitment to Education**

In "Leave Them Alone To Do Their Jobs" (November-December), Vice-President Mondale discusses the profound commitment of our society to educate all our children. He emphasizes that it will take two things to honor this commitment: teachers and money. I'd like to add a third necessary ingredient—parents and a general public who understand, cooperate with, and support the schools.

The teaching profession and its local, state, and national organizations must accept the major responsibility for developing the support of parents and the public for the schools. They can do this by expanding their contacts with parents, holding meetings with the public, and interpreting school programs and objectives and educational research for parents and the public. Such activity can, should, and will make a difference. More voices must speak out for education as the prime factor which strengthens our democracy, improves our economy, increases our national security, enriches our lives, and provides the greatest incentive for human justice and freedom for mankind.

—Corma A. Mowrey, *former NEA president, Leesburg, Florida.*

**Right-To-Life Rebuttal**

Right-to-lifers like James W. Van Wormer, whose letter to the editor appears in the November-December issue, should hardly be granted space in a national magazine of the stature of *Today's Education*. With their emotional appeals, they hope to convince teachers to teach children their biased viewpoint.

Mr. Van Wormer's personal ideas and opinions should remain personal. Printing them in *Today's Education* gives them a sanction I believe they hardly merit.

—Sally Schober, *media specialist, Caldwell/West Caldwell (New Jersey) Public Schools.*

**Teaching Writing**

I read with interest Frances Spielberg's statement in the symposium "How Some Teachers Teach Writing" (September-October) on using grammar to teach geometry. In my seventh grade English class, I use the language of math to teach grammar.

To teach the concept of a linking verb, for example, I explain that the linking verb performs the same function as an equal-sign in an equation. Just as what is on the left and right sides of an equal-sign must be equal in value, what comes before and after a linking verb in a sentence also must be equal.

Once I teach the concept of the linking verb, teaching the predicate nominative and predicate adjective is easier.

—Tina Mason, *English teacher, Five Points Junior High School, Fairborn, Ohio.*

**Teaching Is Loving**

Gloria Cosgrove Chantland coined the perfect motto for our teaching profession when she titled her article "Teaching Is Loving Something So Much that Your Students Learn To Love It Too" (September-October). Obviously, she experienced what teaching is all about.

—Claudia L. Dodson, *Charlottesville, Virginia.*

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# Teacher Opinion Poll

### Financing Education

Many teachers believed a movement to reduce or limit property taxes was likely to occur or was already under way in the community where they teach, according to the NEA Nationwide Teacher Opinion Poll that was completed in May 1979. One-sixth of respondents reported that a movement to reduce property taxes had already begun in their district, and another two-fifths felt such a movement was likely to occur.

Many more teachers in the West (40 percent) than in the Northeast (11 percent), Southeast (6 percent), or Midwest (10 percent) reported that such a movement had already begun. Teachers in the West were also far more likely to believe a movement of this kind would occur if it had not already done so.

Two-thirds felt the schools could get along with less money and still provide a good education for children. Sixty-seven percent felt that federal revenues for funding public elementary and secondary education should be increased, and 74 percent thought state revenues should be increased. At the same time, 64 percent felt that local revenues for education should be decreased.

If expenditures had to be reduced significantly because of loss of revenue, respondents would have preferred large cuts in extracurricular activities, building construction and remodeling, number of administrators, and number of subject matter specialists to reductions in teachers' salaries or numbers. They were far less likely to opt for cuts in special education, libraries, or health services.

If the school system budget were cut so much that either teachers' salaries or numbers of teachers had to be reduced, however, 84 percent of respondents felt their school system would reduce numbers of teachers. Seventy percent said that if faced with that hard choice, they preferred that kind of cut.

In a related question, only about one-third of respondents felt President Carter's wage/price freeze would help control inflation. Seventy percent felt it would benefit management more than labor.

**—NEA Research.**

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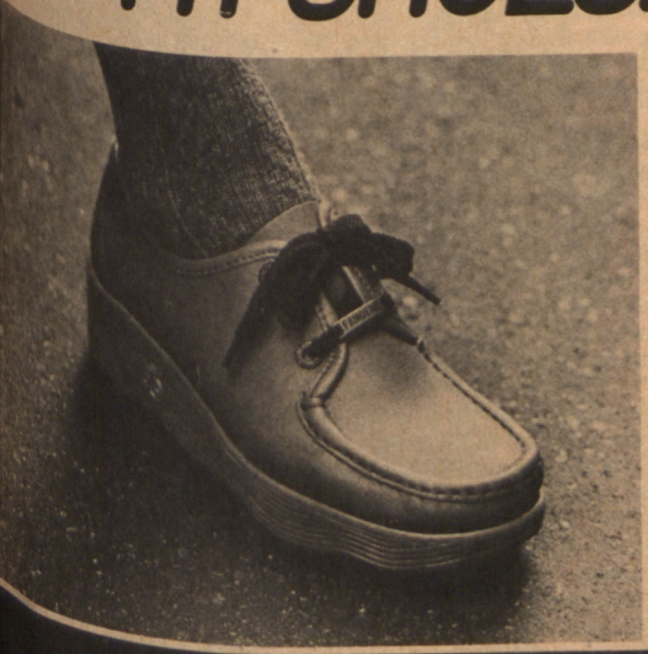

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CIRCLE QUICK-ACTION CARD NO. 45

# The Teacher and the Law

**Compulsory Retirement**

Age 65—long a milestone associated with tearful catered dinners, gold watches, and "mature" Sunbelt communities—has joined the ranks of the ordinary birthdays, thanks to a powerful piece of federal legislation: a 1978 amendment to the Age Discrimination in Employment Act (ADEA). Now most employees may not be mandatorily retired before the age of 70, because the amendment extends the age limit for coverage under ADEA from 65 to 70 and definitively bans compulsory retirement of those covered, even when they are members of a bona fide retirement plan.

Exceptions to the law affect some educators. Under an exemption in the statute, tenured faculty in higher education may be retired at age 65 until July 1, 1982. After that, they will receive the full ADEA protection guaranteed other workers. (Apparently faculty in this category were singled out in response to a perceived need to retire senior faculty in order to diminish the glut of unemployed Ph.D.'s roaming the country in search of work.)

In addition, for teachers and others working under collective bargaining agreements that were in effect in September 1977, coverage under the retirement provision was delayed until the contracts ended or until January 1980, whichever came earlier.

Teachers who are federal employees, on the other hand, no longer face mandatory retirement at any age. Congress, which sets no upper age limit on its own members, extended this same policy to federal employees.

Other categories of employees are also exempt from the new amendment's retirement provisions, but their ranks are not likely to include teachers. One such group is individuals employed in bona fide high executive or policy-making positions, who are entitled to a pension of at least $27,000 a year; they may be retired at age 65. Also, workers who are required by federal regulations or statutes to retire before the new retirement age of 70 may be retired at the designated ages if the age limitations "are clearly imposed for the safety and convenience of the public."

Along with the retirement provision, the law grants other significant protection to employees between the ages of 40 and 70. Employers may not discriminate against this group in hiring, firing, or paying salary or wages. Labor organizations, including NEA and its affiliates, and employment agencies also are prohibited from discriminating against these workers.

Employers may apply age limitations only where they are "necessary to the normal operations of the particular business," and the burden of demonstrating the need is on the employer, according to ADEA regulations. Physical fitness examinations and requirements are permitted only if they are applied uniformly and relate to the specific work required.

Differences in employee benefits are allowed when they are justified by demonstrable "actuarially significant cost considerations," but employers may not spend less on older workers than they do on younger ones. Such benefits as uninsured sick leave or vacation leave must be provided equally, but other benefits may reflect verifiable differences in costs. For example, higher expenses for such items as life insurance may result in smaller benefits for older workers or in greater employee contributions by older workers who are under a voluntary plan.

Employers may comply with the regulations on benefits either by demonstrating equity for each benefit provided or by providing an overall benefits package which complies with the requirements. Those who choose the latter method must be able to prove that they are spending no less on older workers than they would have under the benefit-by-benefit approach. On the other hand, the regulations also permit restrictions on an employee's participation in a contributory retirement plan after he or she reaches the plan's normal retirement age and continues to work.

Those who believe they have been the victims of ADEA violations should file a complaint with the Equal Employment Opportunity Commission (EEOC). They must do so within 180 days of a violation. They must also have filed a complaint with the agency in their state that has authority over age discrimination—if one exists—60 days before filing with EEOC. For individuals who file only with a state agency, however, there is no danger that the proceeding will eat up the entire EEOC time limit for filing; the law also gives complainants 30 days after termination of state proceedings to file a complaint with EEOC—regardless of when the alleged violation took place.

Parties may not privately file suit until 60 days after they have filed a charge with EEOC. The hope is that the agency may successfully conciliate the parties and prevent the need for litigation. Suits must be filed within two years of the alleged violation or within three years if willful violation is charged. Under the new amendment, an extra year may be added to both these times to allow the government to conciliate if EEOC indicates that it plans to try to conciliate the dispute.

Until July 1, 1979, ADEA was under the authority of the Department of Labor (DOL). At that time, as part of a civil rights reorganization, the authority for the statute was transferred to EEOC.

Francis V. LaRuffa, supervisor of EEOC's ADEA Unit, says the agency is analyzing all the Department of Labor's ADEA interpretations "with an eye toward issuing its own guidelines." In the interim, DOL's regulations will continue to be in effect.

Traditionally, EEOC has favored large-scale, high profile investigations and lawsuits with wide-ranging effects rather than attempts to remedy individual complaints. The agency's record on ADEA has yet to develop, but shortly after its assumption of responsibility for ADEA, EEOC publicly announced that it was filing an age discrimination suit against the Leo Burnett Company, the nation's third largest advertising firm.

LaRuffa says the agency does not yet know which problems most complainants cite or in which areas of employment most complainants work. EEOC has no statistical breakdown of the number of ADEA complaints in the field of education, for example.

Some might think that the ADEA is unnecessary for public employees. They may assume that the Equal Protection Clause in the Fourteenth Amendment to the Constitution provides public employees with adequate security against age discrimination. The case law in this area, however, is neither definitive nor encouraging. Some federal courts have found equal protection violations where age discrimination is proven, but most have concluded that the age limitations in question were in the legitimate interest of the state, and thus constitutional.

Ironically, the Justices of the Supreme Court, whose average age is more than 66, have in their rulings not been supportive of victims of age

(continued on page 2

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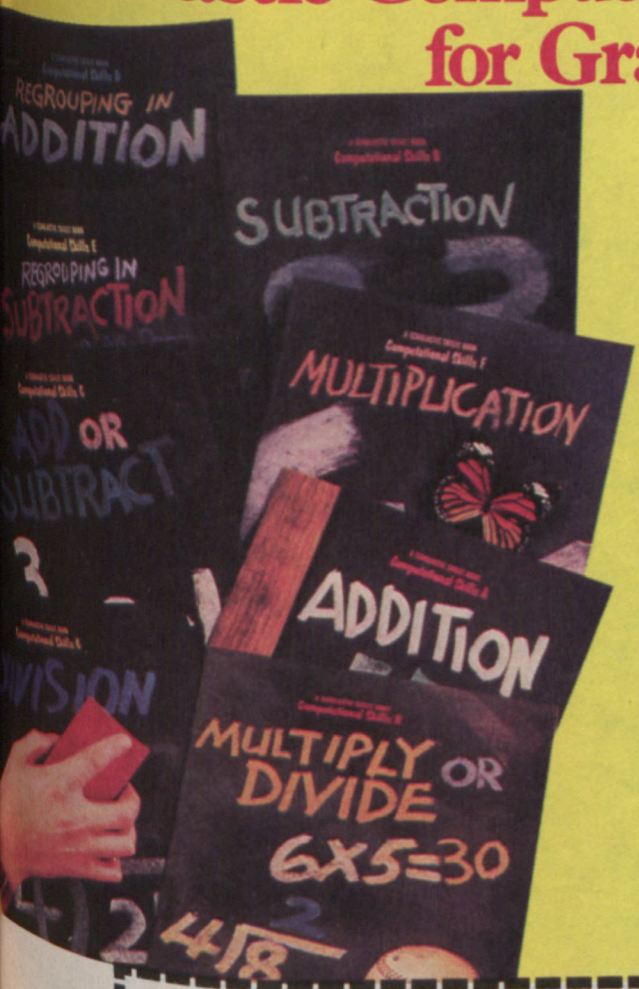


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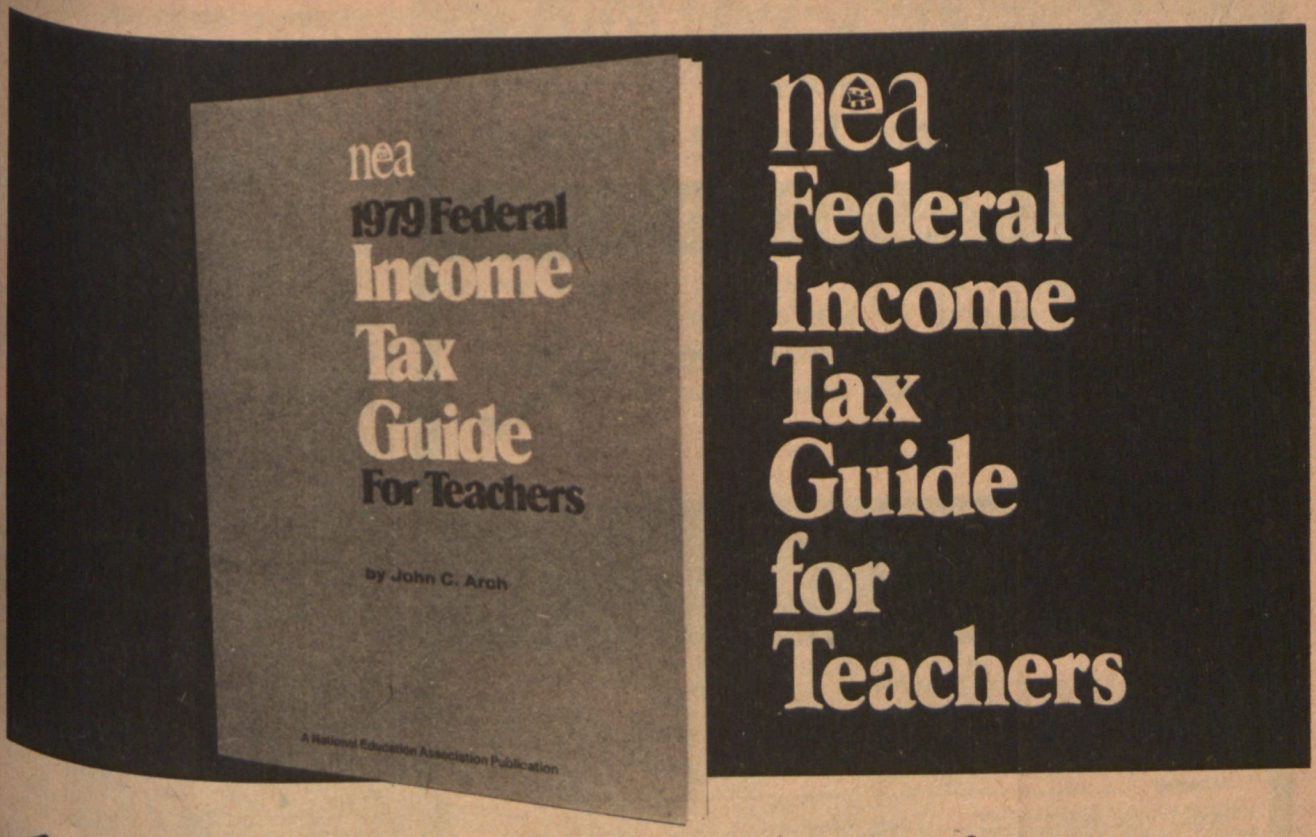


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# The Teacher and the Law

Continued

discrimination. In *Massachusetts Board of Retirement* v. *Murgia* (1976), for example, the Court rejected the argument that mandatory retirement of Massachusetts state policemen at age 50 violated the Equal Protection Clause. The Court found that the physical requirements of the job made the age limit "rationally related to the State's objective." In another decision, *Vance* v. *Bradley* (1978), the Supreme Court upheld mandatory retirement of Foreign Service personnel at age 60. The plaintiff had argued that the disparate treatment of Foreign Service employees relative to other federal workers was unconstitutional, but the Court concluded that the reasons stated for the policy met the legitimate state interest test.

The Court has not yet ruled on the constitutionality of compulsory retirement of teachers, though it had the opportunity to do so last year. Instead, it let stand two decisions upholding mandatory retirement of teachers and one decision finding such a policy in violation of the Constitution.

The court decisions invalidating the mandatory retirement of teachers have found teaching to be an activity which is not impaired by age and which often may be improved by it.

ADEA calls upon the Secretary of Labor to conduct a study which, among other assignments, is to investigate the possibility of lifting the 70-year limitation and flatly banning all age discrimination. Perhaps some day retirement will represent a voluntary change in lifestyle, rather than mandatory banishment from the workplace.

—**Barbara Stein,** *NEA Teacher Rights.*

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# The Teacher as a Consumer

**Warranties and Guarantees**

If you buy a toaster that won't toast or a freezer that won't freeze, are you protected?

Yes. You can return either device to the seller and get satisfaction. It's your legal right.

All products have some kind of warranty or guarantee (the words mean the same thing). Warranties are meant to protect consumers against shoddy merchandise, whether sold to them by mistake or by intention.

For you, as a teacher, warranties are important in two ways. For you, as for others, they reduce the chance of expending part of an already stretched paycheck on bad merchandise. They also can assure you that the equipment you use in your classroom is reliable—or at least is intended to be.

The idea of a warranty is simple, but warranties themselves are not. The most common type is the unwritten *implied warranty,* which provides a minimum protection for buyers. All states have laws recognizing implied warranties for all products sold within their borders. An implied warranty exists whether or not it is accompanied or supplemented by another kind of warranty.

Implied warranties cover two different kinds of characteristics: *merchantability* and *fitness for a particular purpose.* Your rights in regard to the toaster and the freezer exemplify the implied warranty of merchantability. You have a right to expect a product to do what it is expressly sold to do.

On the other hand, your school may purchase a movie projector that seems to work well. After you use it a couple of times, however, you discover it is permanently scratching the films going through. At the time of purchase, the projector was obviously "merchantable," but later it proved that it was not "fit" for use. The buyer—you or your school—has the right to expect a product to be fit to do what the seller (or the salesclerk or advertisment that represents the seller) specifically claims the product can do.

The only way a manufacturer or a seller of an item can escape from the implied warranty is to state specifically in writing that the item is sold "as is"—that the seller will assume no legal responsibility for performance or repairs after the sale. Used cars and demonstration models of appliances are often sold "as is." Even so, the implied warranty laws of seven states (Kansas, Maine, Maryland, Massachusetts, Mississippi, Vermont, and West Virginia) place a heavy burden on the seller to prove why a consumer with a reasonable complaint should not be satisfied, *regardless* of what notice the seller may have given to the contrary.

On the other hand, a salesclerk or an advertisement may promise a lot of things to a customer, but promises that go beyond the specific warranties on the product (whether implied or written) may not help that customer when repairs are needed.

Although they are not legally required, *written warranties* are found on most products today. Manufacturers and sellers know that consumers look for some assurance of quality in the things they buy. Careful shoppers compare not only the prices and special features of different models of an item; they also compare the written warranties that accompany those models.

The federal Magnuson-Moss Warranty Act, which went into effect in 1975, requires written warranties to be published in straightforward English and easy-to-read type (not the old "fine print"). Even among these written warranties, however, there are differences between *full* and *limited.*

According to the federal law, if you buy a product with a *full* written warranty, you can expect a number of things:

- A defective product will be fixed or replaced—and removed and reinstalled if necessary—free.
- The product will be fixed within a reasonable time after you complain.
- You will not have to do anything unreasonable to get service (such as shipping a piano back to the factory).
- The terms of the warranty are in force no matter who owns the product during the warranty period, so gifts are protected. This is very important if, for example, a group (such as the PTA) buys some equipment for the school.
- If the product can't be fixed (or hasn't been fixed after a reasonable number of tries), you have a choice of getting your money back or getting a replacement.

Remember, however, that a full warranty doesn't have to cover the whole product. A TV set may have a full warranty on the picture tube—but no warranty on the sound system or the case. A new car may have a full warranty on everything but the tires.

A *limited* warranty on a prospective purchase requires close attention, because the limitations vary by product and manufacturer. Here are some examples:

- A defective product will be repaired during the warranty period, but only the cost of parts will be covered; you will have to pay the labor costs.
- If a product has to be returned, you will get a prorated (not a full) refund or credit; the longer you've had the product, the less money you'll get back from the seller.
- Only the original purchaser is covered; once given, a gift is no longer under warranty.
- You might have to ship that piano back to the factory after all.

To protect yourself when a product with a warranty fails you, keep your sales slip. It establishes the date of the sale and the fact that you were the purchaser. Time is important, since your warranty rights are in effect if you complain during the warranty period, no matter when the company responds.

If you can't get satisfaction from the seller or manufacturer, complain to your local or state consumer protection agency. If the amount of money involved is small, you may be able to take your case to small claims court. (A lawyer is not required; the clerk can help you out.)

If the product was manufactured after July 4, 1975, and carries a written warranty, you may be able to sue under the federal law. If you win, the court will award you money damages and reasonable legal costs.

When you make a purchase, you hope you won't have to use the warranty, but you should make sure you have a good one. It makes sense to shop warranties as well as to shop price.

**—Theodore O. Cron,** *coordinator of consumer education, Bureau of Consumer Protection, Federal Trade Commission; and former secondary school teacher.*

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# POLITICS 1980

## A Statement by NEA President Willard McGuire

About 20 years ago, the NEA Citizenship Committee—precursor of NEA's Political Action Committee (NEA-PAC)—suggested "Every Teacher a Politician" as a theme. At that time, before teachers began flexing their political muscles, this suggestion for a theme was rejected. "Teachers don't want to be thought of as politicians; they are just not interested," one NEA leader said.

That leader was wrong. Teachers are very interested in politics, and they make superb politicians.

Furthermore, teachers realize that politics is the mechanism for making decisions in our democracy. Everything that teachers want—for themselves and for the schools of America—is tied to politics. Want better funding for the schools? Elect politicians who will vote for it. Want teacher bargaining? Get on the stump for up-to-date politicians who believe in bargaining rights for public as well as private employees. Want improvements in federal school programs? Help place politicians in Washington who will support the changes teachers ask for.

A recent, dramatic example of teachers' working with politicians to improve education is the successful campaign for a Department of Education.

This battle to give education the place it deserves—at the side of the President of the United States—was a political battle. It was a battle fought by NEA teachers throughout the nation. It was a battle won by working with politicians; by lobbying on Capitol Hill and in districts around the country; by day-by-day, hour-by-hour politicking.

And let me assure you that teachers did a great job.

This year—1980—is as critical a political year as we teachers have ever faced. The issues to be decided, the candidates to be elected, from the President down to state legislators, will affect education and educators as never before.

Let me mention just a few of the decisions that American voters will make this year:

They will decide whether the Carter Administration, which has strongly supported public education, will be replaced.

They will decide whether the majority of the U.S. Congress will favor such proposals as broadened federal support for the public schools, collective bargaining for public employees, and national health insurance or whether the majority will favor more money for defense and less money for schools, more power for big business and less power for workers such as teachers.

In many states, the legislators elec-

*This feature on "Politics 1980" was prepared by the* NEA Reporter *staff, Marshall O. Donley, Jr., editor. Writers and editors include Howard Carroll and Ben Kittner, NEA; Tommye Hutto, Florida Teaching Profession/NEA; and Nancy Papas, Indiana State Teachers Association. Design by William J. Kircher & Associates.*

# "I'LL BE ON THE POLITICAL FIRING LINE THIS YEAR. I HOPE YOU WILL BE THERE WITH ME."

ed this year will be the ones who will decide the fate of the Equal Rights Amendment, which still needs passage in three states to become part of the U.S. Constitution.

In other states, citizens will make decisions on referendums to cut or limit the funds needed to run the public schools and to pay its teachers. In one large state, right-wingers are trying to get voters to mandate the use of state funds for a voucher system of school payments.

These questions, I maintain, are ones of intense interest to the teachers who make up the membership of our National Education Association. If we teachers have to become politicians and work with politicians to decide these issues, we will do so.

As chairperson of our Association's Political Action Committee, I will fight to strengthen our political clout.

One decision that NEA-PAC and the NEA Board of Directors have already made in this election year is to support President Carter in the Presidential primaries. This recommendation opens the way for NEA assistance—both money and volunteer efforts—for the President in both primary and caucus states where the NEA state affiliate has also acted favorably on this support.

This option for primary support—though not formal endorsement—was voted by NEA-PAC and the NEA Board because the Carter Administration has given education funding a significantly high priority. The Administration has kept its pledge to back ERA; it has generally supported NEA's work toward improving human rights; it has helped fight tuition tax credits; and, of course, it was extremely zealous in pursuit of a Cabinet-level Department of Education.

This NEA action has cleared the way for much teacher activity in the early primaries and caucuses. It has provided evidence, too, that teachers realize that politics is a year-round concern.

Elections are won, we now know, not by rah-rah politicking on the eve of November; they are won by continuous hard work that goes on months, even years, before the ballots are cast.

That is why NEA-PAC, state PAC's, and local PAC's are working every month of every year. They are helping to encourage good women and men to enter politics; they are examining the issues and evaluating candidates; they are helping potential candidates raise the money so necessary to a campaign; they are endorsing candidates; and they are canvassing, telephoning, knocking on doors, and licking envelopes to help elect their candidates to office.

How successful are teachers at this? In the past two election years (1976 and 1978), candidates endorsed by NEA-PAC won in some 80 percent of the races. And our state PAC's had just as good a record.

This year teachers will become at least part-time politicians in more elections than ever before. More states are holding primaries, selecting caucuses, choosing party convention delegates than ever before. And, more than ever, teachers are realizing the importance of their role in the political processes.

The *Today's Education* feature that begins with this article tells about the political process—and about how teachers can become involved with education associations in political action. It also tells about some teachers who are already working in the political arena to be part of the democratic mechanism that guides our nation.

I hope you will want to be part of this process. I hope you will join with your NEA colleagues to assure a teacher voice in politics. If your association has a political action group, join it. If your association needs a push to get politically active, you can give it that push.

I know that every one of us cannot be a political activist. But there is one thing every one of us can do, and I urge you to do it—*give dollars* to your political action committees. NEA-PAC needs money to help counter the vast sums raised by right-wing and business-oriented groups on behalf of extremist, antischool candidates. Your dollars can make a difference.

I'll be on the political firing line this year. I hope you will be there with me. □

# AN HONORABLE PROFESSION

# POLITICS

*"Politics, as practiced effectively and enthusiastically by masters, can be an important, interesting, and honorable profession. Important and interesting, because in the last analysis the saving of our public schools, the safety of our public streets, and the sensibleness of our public debate are all political questions. . . ."*

*Excerpted from an editorial in the* Washington Post *that appeared on November 12, 1979.*

For teachers, the political questions in 1980 loom larger than ever before. Critical decisions about the future of public education and teachers will be made by federal officials—including the President and members of Congress who will be elected on November 4.

Teachers are angry about violence in the schools and about the mental and physical stress that are driving thousands of them out of the classroom.

Teachers are upset over the misuse of standardized tests in schools, the undermining of teacher pension plans, the inequities in Social Security benefits, and the proposals calling for voucher plans and tuition tax credits.

Teachers are concerned because the Equal Rights Amendment has not yet been ratified in the necessary states to make it an Amendment to the U.S. Constitution.

Teachers are disgusted with politicians who criticize the public schools and then turn around and slash school funds.

Teachers are fed up with politicians who deny teachers the basic human right to negotiate salaries and working conditions.

And teachers are angry about attacks on the public schools from the New Right, which is raising large political funds aimed at defeating candidates who support teachers and the public schools.

But teachers can fight back. And they can, at the same time, be effective politicians as well. Teachers can vent their anger and frustration by helping to put friends of education in the White House, the U.S. Senate, and the U.S. House of Representatives.

NEA-PAC provides a vehicle for all teachers to demonstrate their commitment to the great political questions of our time.

Keep in mind that membership dues cannot be used for contributions to help elect friends of education. That's why it's necessary that members demonstrate their political rights through voluntary contributions to NEA-PAC.

## A Special Challenge

This 1980 political year presents a special challenge for teachers because adversaries of public education are out in full force. The National Right to Work Committee, for example, is a member of the leadership workshop of the New Right which helped defeat several friends of education in the 1978 Congressional elections. And a substantial number of pro-education incumbents in Congress have been targeted to be replaced by New Right candidates in the November elections.

Active in raising political money, the New Right is committed to electing extremist candidates, Republicans and Democrats alike, who vote against education issues when they come up in Congress.

This extremist coalition works vigorously to defeat much of the legislation that teachers support. For instance, the New Right is opposed to collective bargaining for teachers, increased federal funding of public education, and ERA—all major NEA legislative priorities.

At the same time, the New Right and other conservative political action committees are the same interest groups who have charged NEA with being "too powerful." They have made these charges despite the fact that in the 1978 national elections, NEA-PAC was outspent by these same groups by as much as 105 to 1 ($35 million to $330,000).

## Don't Sit Idly by

That's why it's crucial that teachers help in electing more friends to Congress and not sit idly by and watch opponents of education replace pro-education incumbents.

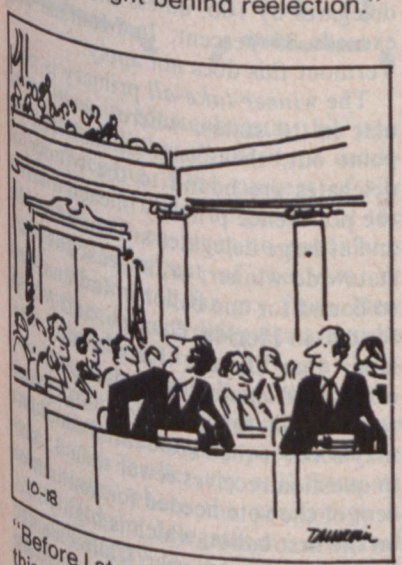
Some NEA state affiliates are making plans to ask or have already asked members to increase their voluntary contributions for political action during the current membership year. For example, the Arizona, California, New Mexico, Oklahoma, and Washington State affiliates are asking members to contribute even more than they have in the past.

The policy of asking all NEA active members to give to NEA-PAC was approved in 1973 by the NEA Representative Assembly. The 1979 Assembly called for an increased effort during the 1980-81 membership year.

NEA-PAC's success in electing friends of education depends on your willingness to support political action with your dollars and your commitment to improve your investment, as a teacher, in the future of our nation. Your support of NEA-PAC helps you to take an active role in the political decisions of 1980.

# WHAT IS NEA PAC AND HOW DOES IT WORK?

"Inflation is my number two concern . . . right behind reelection."



"Before I stand up to be counted on this issue, I want to see who's counting."

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The National Education Association established its Political Action Committee (NEA-PAC) at the beginning of the 1972-73 membership year. Its purpose is to receive voluntary contributions from NEA members to help elect pro-education candidates to federal office. The Federal Election Campaign Act of 1971 expressly authorizes political action committees such as NEA-PAC.

The NEA's Political Action Committee provides an opportunity for members to work together to ensure that candidates make a commitment to education. Through NEA-PAC, teachers can stand strong and unified for positive change. NEA-PAC's success in helping to elect officials who believe in education, understand teachers' problems, and stand up for teachers' rights, depends on the participation of individual members.

Political action by teachers pays off.

NEA-PAC has an impressive record in recent Congressional campaigns, electing 290 of 349 NEA-PAC-endorsed candidates in 1976 and 211 of 271 in 1978. Also, NEA's teacher members were the largest single delegation at both major political party national nominating conventions in 1976.

Pro-education candidates that teachers helped to elect have enabled NEA to increase federal aid to state and local schools from $12 billion to $15 billion annually—a 25 percent increase, the largest single yearly increase in federal aid in U.S. history.

NEA-PAC-elected candidates provided the Congressional votes to win enactment of the new Department of Education. They helped, too, to enact the Teacher Centers program and to improve federal programs in special education, vocational education, and higher education.

NEA-PAC is governed by a council made up of teacher representatives from state affiliates.

Recommendations for candidate endorsement and support are submitted to NEA-PAC, which screens candidates of the various parties, ascertaining their positions on education, teachers' rights, and economic issues. Prior voting records and public position statements are carefully examined and candidates are interviewed. The basis for candidate assessment is NEA policy as established by the annual meetings of the NEA Representative Assembly.

Endorsements by NEA-PAC of federal candidates in a state may be made only with the written concurrence of the state affiliate of NEA.

Your voluntary NEA-PAC contribution is eligible for a credit against your federal income tax. One-half of the amount contributed may be used for credit up to a maximum of $50 ($100 if filing a joint return). For example, a $25 contribution to NEA-PAC would be eligible for a $12.50 credit against the amount of federal income tax owed.

Send contributions to NEA-PAC to National Education Association, Political Action Committee*, 1201 16th St., N.W., Washington, DC 20036.

**The National Education Association Political Action Committee (NEA-PAC) collects contributions from NEA members and uses those contributions to help elect friends of education to federal office. Contributions to NEA-PAC are voluntary and not a condition of membership in NEA or any of its affiliates. A copy of the NEA-PAC report is filed with the Federal Election Commission and is available for purchase from the Federal Election Commission, Washington, DC.*

*By law, NEA-PAC may not generally solicit contributions from persons other than NEA members and their families. Other persons should not make contributions to NEA-PAC.*

# YOU AND YOUR PRIMARY

POLITICS 1980

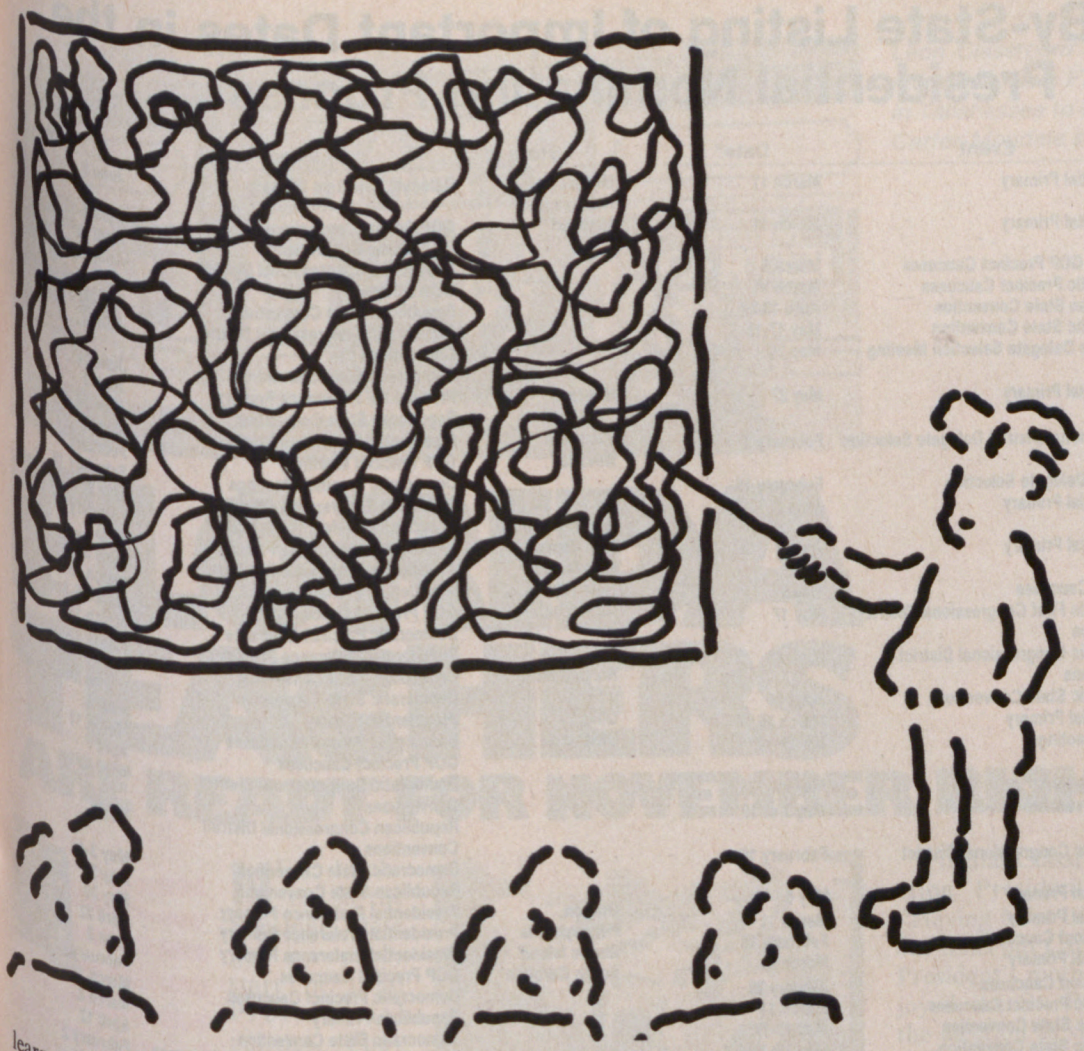
Presidential primaries have a way of confusing people unnecessarily, what with the little wrinkles in the rules and the slight variations in procedures from state to state; so I thought it might be helpful if I used this space to clear the cobwebs. There are a couple of procedural changes for 1980, however, that ought to be mentioned at the outset; this year the New Hampshire national convention delegates will be listed in alphabetical rather than preferential order. Also, in Illinois the state party will decide whether or not delegate-candidates will be identified by Presidential preference in the primary ballot, though at the moment it is thought that Democratic delegates will be identified by preference, but that Republican delegates will not, leaving open the question of exactly how Republican delegates will be identified, if at all.

Otherwise, the procedures are straightforward as usual, with 34 states, including the District of Columbia, revving up excitedly for their primaries, except for Arkansas, where only Democrats will hold a primary this year, and Michigan, where the Democrats will hold a primary only if the legislature enacts a law by October 1 (which regrettably has passed), and Mississippi, where the Democrats will not hold a primary and the Republicans will not decide whether to hold a primary until December.

As in every year, there are three types of primaries, the *advisory Presidential preference* primary being that used in eight states, in each of which, except for Montana and Vermont, this year's delegate-candidates will be elected if they receive the highest number of votes in their districts, although, unfortunately, the Democratic National Party has prohibited this system, and now requires proportional allocation of delegates who receive the threshold percentage of votes—that, as you'd expect, being determined by dividing the number of delegates by 100, unless the threshold exceeds 25 percent. In Montana and Vermont this does not apply.

The *winner-take-all* primary is popular in 10 states, where, needless to point out, the Congressional districts delegates are bound to the winner of the preference primary in each district and at-large delegates are bound to the statewide winner; or, at least they are so bound for one ballot in Indiana, and for two in Florida, Georgia, and Maryland; that is, the Republicans are, unless, of course, the delegates are released on the second ballot, which may occur if the Presidential candidate in question receives fewer than 35 percent of the vote needed for nomination on the first ballot, which is highly likely in a topsy-turvy year. California and Vermont remain special cases as, in the former, all delegates are bound to the statewide winner, and, in the latter, 10 of the state's 19 delegates will go to the top vote-getter, provided, naturally, that he or she receives at least 40 percent of the vote.

Proponents of the *proportional representation* primary will be pleased to



learn that in Massachusetts this year delegates will be allocated to candidates receiving 2.381 percent of the vote, while in Idaho 80 percent of the delegates will be given to candidates receiving 5 percent of the vote, or more, which is a far cry from New Hampshire (where delegates are to be listed alphabetically) and North Carolina, in which at least Republican delegates are allocated proportionately to candidates receiving 10 percent of the vote, and a farther cry still from six other states where the percentage is 15. In Oregon, delegates are allocated proportionately to the nearest whole number, whatever that happens to be, in Oregon.

Which brings us to how names get placed on ballots (a procedure that frankly confuses even me sometimes). In 25 states and the District of Columbia, the candidate or his or her supporters, or both, must file a petition signed by a minimum number of voters, which number varies from state to state, or pay a filing fee, or both, or do neither in California, Connecticut, Maryland, Massachusetts, Michigan, Nebraska, Nevada, Rhode Island, Tennessee, and Oregon, where the matter is left to the secretary of state (of the state, of course) or, in some states, to the state party, whose decision may be appealed, or in six other states, come to think of it, where the filing is done by a nominating committee. It goes without saying that candidates not named by such a committee may file either a request or a petition, although not in South Dakota, which requires a writ of mandamus, or in Kentucky, where the candidate must post a fee of $250, refundable if he or she receives less than 3 percent of the vote.

That leaves only the withdrawal of candidacy, which is simply a matter of filing an affidavit (in eight states—unless, as in the case of Nebraska, a candidate's name appears on another state's ballot) or of notifying the secretary of state (in 12 states) or of failing to raise $250 in Kentucky. In Connecticut, candidacy withdrawal is not permitted, unlike the District of Columbia, where there are no provisions for it.

And that's about it, really, if you don't count such bits and pieces as Texas, where delegates are bound to the candidate on the third ballot if the candidate receives more than 20 percent of the vote on the second ballot and—oh, yes—Alabama, where delegates are bound to the candidate on all ballots unless released by a two-thirds vote of the state's delegation similarly bound.

Any questions? □

This article by Roger Rosenblatt appeared in the October 15, 1979, issue of the *Washington Post*. Copyright © by the *Washington Post*.

# State-By-State Listing of Important Dates in the Presidential Nominating Process

| State | Event | Date* |
|---|---|---|
| Alabama—Democrats | Presidential Primary | March 11 |
| Alabama—Republicans | Presidential Primary | March 11 |
| Alaska | Deadline GOP Precinct Caucuses | March 6 |
| | Democratic Precinct Caucuses | March 11 |
| | Republican State Convention | April 19-20 |
| | Democratic State Convention | May 17-18 |
| Arizona—Democrats | Statewide Delegate Selection Meeting | May 24 |
| Arkansas—Democrats | Presidential Primary | May 27 |
| Arkansas—Republicans | Congressional District Delegate Selection | February 2 |
| | At Large Delegate Selection | February 16 |
| California—Democrats | Presidential Primary | June 3 |
| California—Republicans | Presidential Primary | June 3 |
| Colorado | Precinct Caucuses | May 5 |
| | Democratic First Congressional District Convention | May 17 |
| | Democratic Congressional District Conventions | June 13 |
| | Democratic State Convention | June 14 |
| Connecticut | Presidential Primary | March 25 |
| Delaware—Democrats | District Meetings | March 12 |
| | State Convention | May 24 |
| Delaware—Republicans | State Convention | May 3 or 10 |
| District of Columbia | Democratic Congressional District Caucuses | February 16 |
| | Presidential Primary | May 6 |
| Florida | Presidential Primary | March 11 |
| Georgia | GOP Precinct Caucuses | February 16 |
| | Presidential Primary | March 11 |
| Hawaii | GOP Precinct Caucuses | January 29 |
| | Democratic Precinct Caucuses | March 11 |
| | Republican State Convention | May 16-17 |
| | Democratic State Convention | May 30-June 1 |
| Idaho | Democratic Legislative District Caucuses | April 17 |
| | Presidential Primary | May 27 |
| Illinois | Presidential Preference Primary | March 18 |
| Indiana | Presidential Preference Primary | May 6 |
| | Democratic State Convention | June 9-10 |
| | Republican State Convention | June 12-13 |
| Iowa | Precinct Caucuses | January 21 |
| | Democratic Congressional District Conventions | April 19 |
| | Republican Congressional District and State Conventions | June 6-7 |
| | Democratic State Convention | June 14 |
| Kansas | Presidential Preference Primary | April 1 |
| Kentucky | Presidential Preference Primary | May 27 |
| Louisiana | Presidential Preference Primary | April 5 |
| Maine | GOP Municipal Caucuses | February 1-March 15 |
| | Democratic Municipal Caucuses | February 10 |
| | Republican State Convention | April 19-20 |
| | Democratic State Convention | May 16-18 |
| Maryland | Presidential Primary | May 13 |
| Massachusetts | Presidential Preference Primary | March 4 |
| Michigan | Democratic County Caucuses | April 26 |
| Michigan | Democratic Congressional District Conventions | May 3 |
| | Presidential Preference Primary | May 20 |
| Minnesota | Republican Congressional District Conventions | April 18-May 10 |
| | Democratic Congressional District Conventions | April 19-May 4 |
| | Republican State Convention | May 29-31 |
| | Democratic State Convention | June 6-8 |
| Mississippi—Democrats | Precinct Caucuses | January 26 |
| | Congressional District Conventions | March 1 |
| | State Convention | March 9 |
| Mississippi—Republicans | Delegate Selection Primary | June 3 |
| Missouri | GOP County Conventions | April 5-12 |
| | Democratic Conventions | April 22 |
| | Republican Congressional District Conventions | April 26-May 3 |
| | Republican State Convention | May 30-31 |
| | Democratic Congressional District Conventions | June 3 |
| | Democratic State Convention | June 14 |
| Montana | Presidential Preference Primary | June 3 |
| | Republican State Convention | May 13 |
| Nebraska | Presidential Preference Primary | February |
| Nevada | GOP Precinct Meetings | February 19 |
| | Democratic Precinct Meetings | May 27 |
| | Presidential Preference Primary | February 26 |
| New Hampshire | Presidential Preference Primary | June 3 |
| New Jersey | Presidential Preference Primary | June 3 |
| New Mexico | Presidential Preference Primary | March 25 |
| New York | Presidential Primary | March 5-April 1 |
| North Carolina | GOP Precinct Caucuses | March 13 |
| | Democratic Precinct Caucuses | May 6 |
| | Presidential Preference Primary | April 17-19 |
| North Dakota | Republican State Convention | (To be announced) |
| | Democratic State Convention | June 3 |
| Ohio | Presidential Primary | March 11 |
| Oklahoma | Democratic Precinct Caucuses | April 7 |
| | GOP Precinct Caucuses | April 19 |
| | Democratic Congressional District Conventions | May 3 |
| | Republican Congressional District Conventions | May 3-4 |
| | Democratic State Convention | May 31 |
| | Republican State Convention | May 20 |
| Oregon | Presidential Preference Primary | April 22 |
| Pennsylvania | Presidential Preference Primary | June 3 |
| Rhode Island | Presidential Preference Primary | February |
| South Carolina | GOP Precinct Caucuses | March 15 |
| | Democratic Precinct Caucuses | March 8 |
| | Republican Primary | April 12 |
| | Democratic State Convention | February 2 |
| South Dakota | Democratic Legislative District Caucuses | March 11 |
| | GOP County Meetings | June 3 |
| | Presidential Preference Primary | May 6 |
| Tennessee | Presidential Preference Primary | May 3 |
| Texas | Democratic Precinct Conventions | May 3 |
| | Republican Presidential Preference Primary | June 20-21 |
| | Democratic State Convention | June or July |
| Utah | Democratic State Convention | June 27-28 |
| | Republican State Convention | April 14-24 |
| Vermont | Democratic Town Caucuses | April 20-30 |
| | GOP Town Caucuses | March 4 |
| | Presidential Preference Primary | May 24 |
| | State Conventions | March 29 |
| Virginia—Democrats | Mass Meetings | April 12-May 3 |
| | Congressional District Conventions | May 16-17 |
| | State Convention | March 11 |
| Washington | Precinct Caucuses | June 6-7 |
| | Republican State Convention | June 14 |
| | Democratic State Convention | June 3 |
| West Virginia | Presidential Preference Primary | April 1 |
| Wisconsin | Presidential Preference Primary | February 4-March 5 |
| Wyoming | GOP Precinct Caucuses | May 10 |
| | State Conventions | February 17 |
| Puerto Rico | Republican Presidential Primary | March 16 |
| | Democratic Presidential Primary | May 3 |
| Guam-Democrats | Regional Convention | June 7 |
| Latin American Regional Democratic Party | Regional Convention | by June 23 |
| Virgin Islands—Democrats | Regional Convention | |
| Republican National Convention, July 14-18, Detroit | | |
| Democratic National Convention, August 11-14, New York | | |

*Some of these dates may change, and other dates had not been decided at press time. Please check with your local political parties for additional information.

*Leon Classroom Teachers Association members leave FTP/NEA headquarters in Tallahassee to cast their votes for the Carter-Mondale slate.*

# FLORIDA TEACHERS ARE READY FOR NOVEMBER RIGHT NOW

POLITICS 1980

NEA teachers in the Sunshine State got an early start in 1980 Presidential politics. They turned out in record numbers for statewide Democratic caucuses in October, and they gave Carter delegates a two-to-one victory.

In Leon County, where the Carter slate included two members of the Leon Classroom Teachers Association, an FTP/NEA affiliate, Carter took all but one delegate seat.

Escambia Education Association members provided coffee and baby-sitting service for their teachers and for other Democrats; its Carter slate won every delegate. "We elected 11 teachers out of a total of 20 delegates," exulted EEA Political Action Committee Chair Charles Payne. "Plus, two of the four county executive committee delegates are our members. We're ready for next November right now!" he said.

It was the same all around the state as FTP/NEA teachers won 63 seats in the caucuses, 11 in executive committee elections, and at least two regular party appointments, one of which is also a state senator, Don Chamberlin, a teacher from Pinellas County.

*Don Anders, of the Pinellas Classroom Teachers Association, passes out PCTA-Carter slates as busloads of Democrats gather to vote in St. Petersburg.*

Pinellas Classroom Teachers Association President Lou Kubler said, "Having Miss Lillian here helped, and our folks put Carter over the top." The President's mother, Lillian Carter, enjoyed the St. Petersburg sun during the election as she encouraged Democrats in the heavily Republican area to cast their votes for Carter Democrats.

"We won everything," Kubler said—"teachers on our slate and our legislative committee chair Marshall Ogletree on the Democratic Executive Committee list. And that doesn't count Senator Chamberlin."

In North Florida, Gulf Coast UniServ Director Gene Stafford was elected as one of the seven Okaloosa County Democrats. According to local media reports, Stafford "ramrodded the so-called 'teacher slate' in a local party scrap with labor and a late-blooming politician's slate."

In mid-state, Orange County CTA President Joan King, who was named a delegate, reported that teachers had to buck a strong effort by local firefighters to get their delegates elected. "Nevertheless," King said, "six teachers were elected at the caucus, and one—Betty Ann Bazamore—was

*continued on page 36*

# "Control Data PLATO® gives teachers more time to be better teachers and students a better chance to learn."

W. J. Ridley
Vice President, Academic Education
Control Data Corporation

"I was a teacher and administrator for 22 years, and I'm proud of what we educators have accomplished within the school system.

"Now, I'm with Control Data Corporation because when I saw what PLATO computer-based education can do for the learning process, I knew my greatest contribution was still before me.

"The PLATO learning system, carefully blended with the best of traditional instruction, is the recipe for education in the future. The two systems don't compete, they complement each other.

"Because PLATO instruction is individualized, each student proceeds at his or her own pace. This helps us with students we normally don't reach with traditional instruction. One of the reasons the system works is that the student gets positive feedback and praise in a patient, understanding way. The teacher monitors the system and now has more time to help students individually.

"Both youngsters and adults find the system equally fascinating. At the Adult Learning Center here in Baltimore, for example, the same PLATO computer-based education system that is helping children learn to read and write in primary schools is improving the basic skills of the functionally illiterate.

"Here and in similar centers in Minnesota and Texas, many people in the program advanced their reading, writing or math skills a grade level or more in 30 hours or less. Other programs in the military and at correctional institutions are achieving equally positive results.

"I also see the potential of PLATO instruction in relieving the teacher of much of the administrative duties that restrict their performance. He or she can spend more time teaching—less time grading and passing out papers.

"So now my goal is to integrate what PLATO terminals can do with the best of what traditional education can do. The system is proven, it's cost-effective, and it's available today.

"To learn more about how PLATO computer-based education can enrich traditional education, write to me, Bill Ridley, at Control Data, HQN11I, P.O. Box 0, Minneapolis, MN 55440…Control Data Corporation, a company meeting important needs, worldwide."

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CIRCLE QUICK-ACTION CARD NO. 75

POLITICS 1980 CONT.

# FLORIDA TEACHERS

*continued from page 33*

elected by the Democratic Executive Committee in the county."

Marion County, in the United Uni-Serv District, also won big, electing seven teachers out of 12 delegates. Citrus County won two out of three, Hernando County one of three. In each case, the Carter slate came out on top.

In Polk County, the Polk Education Association took five seats—three from the Executive Committee election, two from the caucus.

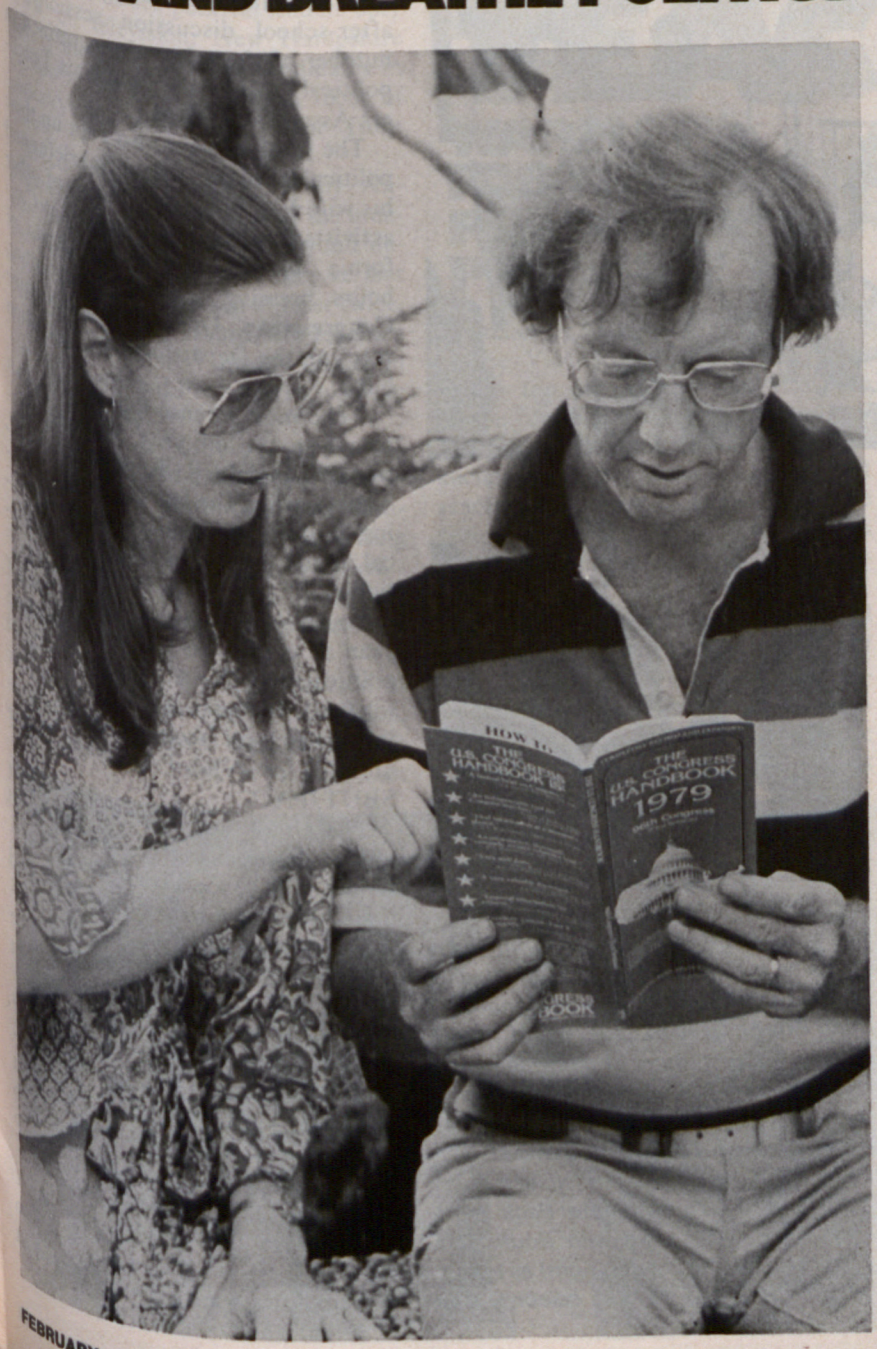
And in tiny St. Johns County, located on the Atlantic coast, two teachers were elected to fill half the total seats. The county sends only four delegates to the statewide convention.

*Orange County CTA President Joan King, who was elected to the party convention, discusses the Carter-teacher slate with another teacher as one very young Democrat looks on.*

*Rita Ruge, a Leon Classroom Teachers Association member, congratulates newly elected delegate Eddie Kilpatrick, also an LCTA member.*

*Leon Classroom Teachers Association member Laura Wiggins marks her ballot as other teachers consider the slate.*

# SOUTHERN CALIFORNIA TEACHERS LIVE AND BREATHE POLITICS




California's 27th Congressional District is a narrow crescent along the Pacific Ocean, some 30 miles long. On a clear day, a viewer in Redondo Beach can see Santa Monica's beach to the north and Palos Verdes Point to the south.

The view—a dramatic contrast of dark blue and green waters, beige sand, white-and-brown homes and apartments hugging the low rises—seems much the same whether seen from Redondo Beach, Playa Del Rey, or Venice. But the homogeneity is in appearance only. The citizens who live along this Pacific strip are split nearly fifty-fifty in their political preferences and ideology.

In the last Congressional election here, in 1978, voters chose Representative Robert K. Dornan, a conservative Republican, by a whisker over Carey Peck, a liberal Democrat. The vote was 86,904 to 84,364.

In 1978, a coalition of NEA teachers made up a hard-working core of support for Peck. Organized as the South Bay United Teachers Political Action Committee, they endorsed the youthful Democrat and went to work for him. Representing nine Southern California local associations, they raised funds, surveyed voters, handed out brochures, held wine-and-cheese parties to introduce the candidate, and spread "Teachers for Peck" lawn signs throughout the district.

Although their candidate lost the election, the teachers did not lose their political enthusiasm. The returns were hardly in when their Political Action Committee began digging in for the 1980 election, which is expected to be a rematch between the conservative incumbent and the liberal challenger.

"An off year is not time off for

*Bob Dye, chairman of the South Bay teachers political committee, checks political facts with Dot Lee, also a South Bay teacher and a member of the committee. South Bay teachers keep their political interest high even during off years between elections.*

POLITICS 1980 CONT.

# CALIFORNIA TEACHERS

*Politician Carey Peck (third from left) meets with South Bay teachers to ask their support in 1980 as they gave it in 1978. The teachers are considering endorsing Peck in the June Democratic primary.*

either candidates or political activists," said Roger Schriefer, who chaired SBUT-PAC in 1978 and is a key member of the group working to keep the teacher coalition together for the upcoming election. "We are doing what the candidates do," said Schriefer, "maintaining contacts, building up our forces, planning for the next go-round."

Added Bob Dye, the current SBUT-PAC chairman, "We have continued the ongoing, involved support of teachers since that close election."

Carey Peck came to the teachers last year and announced that he would run again. He had launched his 1978 campaign with an appearance at a SBUT-PAC meeting; he hoped to have teachers out in the forefront of his campaign again this year.

He is likely to get that support. Dye said that as early as November the teachers group was considering not only endorsing Peck again, but considering an endorsement of him in the Democratic primary in June.

"There is strong sentiment among our teachers for a primary endorsement," said Schriefer. "Many of us are eager to ensure that Carey is seen as the teachers' candidate right from the start."

*In the 1978 Congressional election, Carey Peck had support from his father, Gregory Peck, as well as from such stars as Liza Minelli, Kirk Douglas, and Angie Dickenson. Incumbent Congressman Robert Dornan could count Jimmy Stewart, Gene Autry, Pat Boone, and others on his side. The 1980 campaign promises to be another star war, as each politician surrounds himself with Hollywood celebrities. Above, at a political fund-raiser, candidate Peck (second from right) talks with South Bay teacher Roger Schriefer (right) as teacher Bob Dye (left) and film celebrity Carl Reiner listen.*

Meanwhile, South Bay teachers are building their political strength. They were deeply involved in a 1979 school board election. They have attended candidate fund-raisers, including events designed to gather funds for Carey Peck.

These California teacher-politicians maintain a "phone tree" political communications system year-round. They hold breakfast planning meetings and after-school discussion sessions. A number of them have been trained in political skills by the California Teachers Association/NEA.

The teachers have also kept up their political lobbying. Roger Schriefer and his wife Vi, along with dozens of other activists from the 27th and other California districts, spent thousands of hours pressing legislators—including Congressman Dornam—for positive votes on the Department of Education bill.

"The most intense lobbying comes in the off year, between elections," explained Roger Schriefer. "That's when the legislators are working hardest, and that's when the political action pays off—when the legislation is in front of them."

South Bay teachers also used the off year as a time to add to association political war chests. A SBUT appeal for funds last year asked every teacher in five bay local associations to contribute $2 for NEA-PAC and $1 for SBUT/PAC.

The appeal reminded teachers that "times have changed. The financial future of all schools is not being determined locally, but in Sacramento and Washington, DC."

CTA/NEA officials call what the South Bay teachers are doing "an example of what other locals can do."

Now in its seventh year, SBUT-PAC is one of the most effective political action groups among California teachers. As South Bay teachers go into the 1980 elections, they intend to keep their record going and to continue to prove that teachers—as never before—have the skill and the will to make politics work for the betterment of American education. □

# NEW HAMPSHIRE TEACHERS

## WARM UP FOR FEBRUARY PRESIDENTIAL PRIMARY

Most of us see political leaders only on television; New Hampshire voters meet Presidential candidates in person at cocktail parties, in front of grocery stores, and at their front doors.

According to teacher Nancy Andrews of Portsmouth, most of the independent-minded voters here won't decide who to vote for until they've met each candidate in person at least twice. And getting New Hampshire teachers to meet and support Jimmy Carter in the state's crucial Presidential primary is her challenge.

Andrews is vice-president of NHEA/NEA and chair of its government relations committee. Her committee is charged with implementing the NHEA/NEA Executive Board's decision to support Carter in the primary based on his record of achievement in education.

The campaign kick-off occurred at the October NHEA/NEA convention, when Vice-President Walter Mondale addressed the crowd of teachers at Manchester Memorial High School.

The Vice-President said education was a top priority because it is the "hope for the future of the country." He praised teachers and their role in society and expressed disgust that teachers who want to spend their time teaching are forced to do so much paperwork. Hundreds of teachers applauded.

After the convention, Andrews and her committee began collecting lists of teachers interested in political involvement for the coming year. The campaign organization will be built on the lists of volunteers. Teacher volunteers will help the Carter/Mondale Presidential Committee type address labels, look up and list telephone numbers, and lick envelopes. The teachers will also get signatures of registered Democrats on petitions so that President Carter's name can be placed on the ballot for the February 26 primary. Five hundred signatures are required. The teachers aim to help get over 3,500.

The New Hampshire teachers set up a preprimary workshop in January, one month before the primary, to "get out

*Smiling after passage of the separate Department of Education bill are (from left) Vice-President Walter Mondale, NEA Director Dorothy Jenis, President Jimmy Carter, and NHEA/NEA President Bill Shanahan.*

POLITICS 1980 CONT.

# NEW HAMPSHIRE TEACHERS

the vote, take a last look at the candidates, test our grass-roots system, and encourage activists," says Andrews.

The NHEA/NEA committee will also help teachers become delegates to the national political conventions so that education issues will be heard.

"Many teachers are apprehensive about committing themselves to one candidate," says Nancy Andrews. "What we mostly want are teachers involved in the election process." □

*NHEA/NEA President Bill Shanahan thanks President Carter for his support of the separate Department of Education. "There is no question why we should support him for reelection," says Shanahan. "He delivered what he said he was going to."*

*Dorothy Jenis of Manchester, New Hampshire, meets President Carter after passage of legislation creating the Department of Education. She is an NEA Director who attended the 1976 Democratic Convention as a delegate. Jenis, a member of the New Hampshire Carter/Mondale Presidential Committee, says, "There has never been a President in history that has done for education what Carter has done. His concern for the children of this country deserves to be rewarded."*

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# INDIANA TEACHERS TRAIN FOR 1980 RACE

POLITICS 1980

Senator Birch Bayh, Representative John Anderson, Representative Dan Quayle, Representative Dave Evans, and Representative Floyd Fithian were among the politicians gathered at the Indiana State Teachers Association (ISTA) campaign kick-off workshop last fall.

Republican and Democratic state committee officials taught teachers how to become delegates to the state and national conventions of their political parties. Teachers indicated their party registration on data cards so appropriate party materials and procedural information can be sent to teachers during the campaign season.

*Indiana Senator Birch Bayh talked with teachers about the upcoming political year at ISTA's Political Action Workshop. Bayh voted for the separate Department of Education during the last session of Congress.*

In 1976, Indiana sent almost 20 teachers to the national political conventions. PAC money raised by teachers helped defray their expenses. This year ISTA's goal is to elect no fewer than two teachers per school district (one Republican and one Democrat) as state convention delegates. Indiana teachers aim to help write education into their party platforms this year.

According to ISTA Legislative Relations Specialist Nancy Papas, "We were the first group in the state to hold delegate selection training this early. Even the political parties haven't given grass-roots training sessions yet. Every local PAC in the state is ready to go."

When newscasters and reporters covered the teacher workshop, they

*continued on page 44*

*One of the GOP contenders for Senator Bayh's seat is Representative Dan Quayle (left). He talks to Patti Fullerton of Monroe County (center), Frieda Crull of Alexandria, and Ken Warbritton of Columbus.*

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POLITICS 1980 CONT.

# INDIANA TEACHERS

*continued from page 42*

had trouble understanding why teachers want to be delegates to both Democratic and Republican party conventions. Most figured the teachers would choose one party to work in.

Papas said, "There are candidates of both parties with excellent track records. Wouldn't it be great if both candidates for President were so excellent that the children of America couldn't lose?"

The Indiana primary is set for May 6, and the announced candidates seem interested in running there. Teachers will cheer them on to the finish line, from the school house to the state house to the White House. □

*Representative John Anderson (R-Ill.) is a Republican candidate for President. Anderson supported the separate Department of Education bill when it reached the House. He talked with (from left) Kathy Chomer of Elkhart, Margie Truelove of Lafayette, and Mary Ann Surface of Elkhart.*

*Democratic Representatives Dave Evans and Floyd Fithian (right) talked with teachers at the Indianapolis workshop. Both Congressmen have helped NEA teachers since their election.*

# LEARNING FROM AND WITH CHILDREN

Welcome to the first Elementary Edition of *Today's Education*. The schools of the 1980's lie before us—a time for rethinking role and opportunity. Time for renewal, not for retreat!

So short a while ago we were entering another decade. Many voices were telling us of challenges of the 1970's. Remember the Romantic Critics—Holt and Kohl and Kozol, Dennison and Goodman et al? Remember the plaints of Charles Silberman in *Crisis in the Classroom*—the "grim joylessness" he portrayed? Remember Ivan Illich and his proposals for deschooling?

Remember the exciting talk of "opening up," the restless search for alternatives, the lessons from Britain? That was before the resurgence of back-to-basics rigidities, before Proposition 13. Before the misdirected International Year of the Child—when, in the United States at least, seldom was so little done for so many.

As we enter the 1980's, stressful forces still confound us all—vandalism, defeat of bond issue after bond issue, pressures for mandated curriculums and minimal competency testing programs. The most recent NEA National Survey on Teacher Instructional Needs shows many problems troubling teachers. Often classes are too large and noninstructional duties excessive. Many administrators are unresponsive; many parents, apathetic or hostile. Instructional materials may be inadequate, the span of differences among children within a classroom seemingly too great to deal with, evaluation procedures too inflexible. Perhaps worst of all is a sense of isolation, of being under the heel of impersonal forces: Many teachers believe they are expected above all *to obey*.

Our contributors to this special section on elementary education believe that we must view teaching in relation to the conditions in which it takes place. They hope to do more, however, than cite stresses. They seek, too, to look beyond organizational gimmicks or methodologies or content proposals. They take their slogan from former (1955-56) NEA President John Lester Buford: *proud to teach.*

This slogan is an appropriate subtitle for the keynote statement by Eda J. LeShan. Her recollections of her own "paths toward understanding and appreciating the early years of living" provide a philosophic framework for the discussions to follow.

A series of interviews extends the framework. Talks with four leading proponents of child-centered education reveal some provocative parallels and contrasts.

We move on to a close-up view of young children and their teachers in action: "How Children Teach Us—a Chronicle of Child Study Revisited." Margaret Yonemura invites us to a seminar on "old-fashioned" child study. Anecdotes of observations show us changes in relationships and cues for content as children move from preschool through the early grades. A bibliography suggests key resources for additional study.

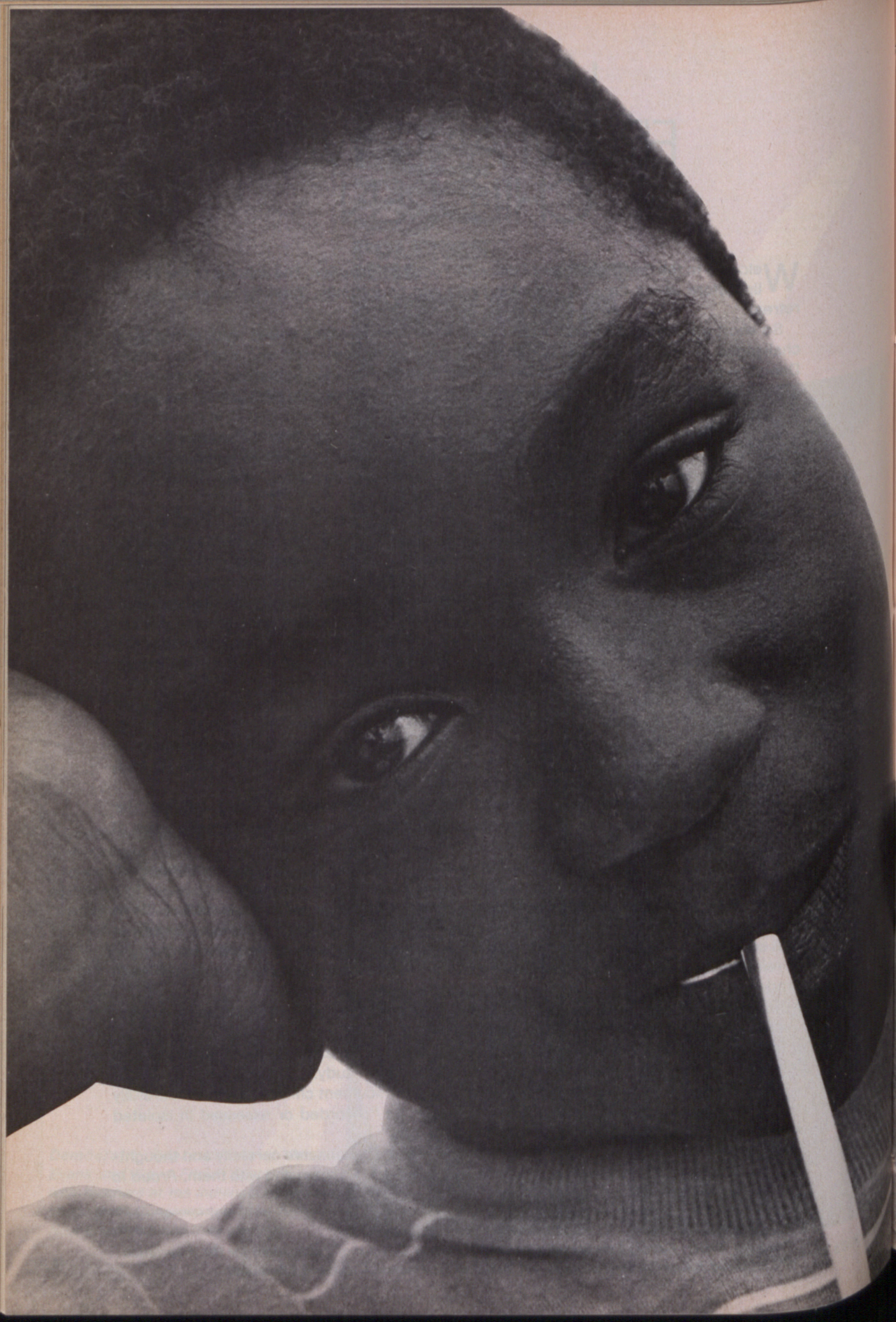
Next we gain fresh perspectives on curriculum connections and continuities from Eleanor Duckworth's "Learning with Breadth and Depth."

In "Reflecting and Growing," Steven DeLapp narrates his experiences in going back to teaching children after several years of full-time doctoral study.

Finally, Patricia F. Carini suggests specific ways to document children's growth carefully and systematically. Her premise: Learning cannot be "recorded or assessed in isolated elements independent of the meaning for the learner."

The challenge awaits us all: to return to first principles, to observe carefully and thoughtfully the children in our classrooms, so that we can learn from them and with them. *Proud to teach.* □

By MONROE D. COHEN
*Freelance Writer; Editor; Educational Consultant; Former Director of Publications for the Association of Childhood Education International and Editor of Its Journal,* Childhood Education.



# TEACHING (AND LEARNING) ARE EASIER —if You Know How You Feel

I was walking through Central Park on a lovely autumn day. I felt wonderful. I was thinking about a new book I was beginning to work on, letting my mind wander, soaking in the beauty around me. It was good to be walking fast, breathing deeply. I was thoroughly enjoying my own company.

Without any conscious plan I wandered toward a place in the park where I had played as a child. The elementary school that I had attended was just off the Park. Every day my classmates and I were taken to the Park for our recreation period. All at once I realized where I was. There were the rocks we had climbed, on which we had played Tarzan endlessly, the year I was nine or 10. Never once had I gotten to play either Tarzan or Jane. I stood looking at the rocks and the playground. Nothing had changed—in almost 50 years.

Suddenly my mood shifted. I was no longer a secure, productive middle-aged woman. I was a little child, scared to death: scared that nobody would

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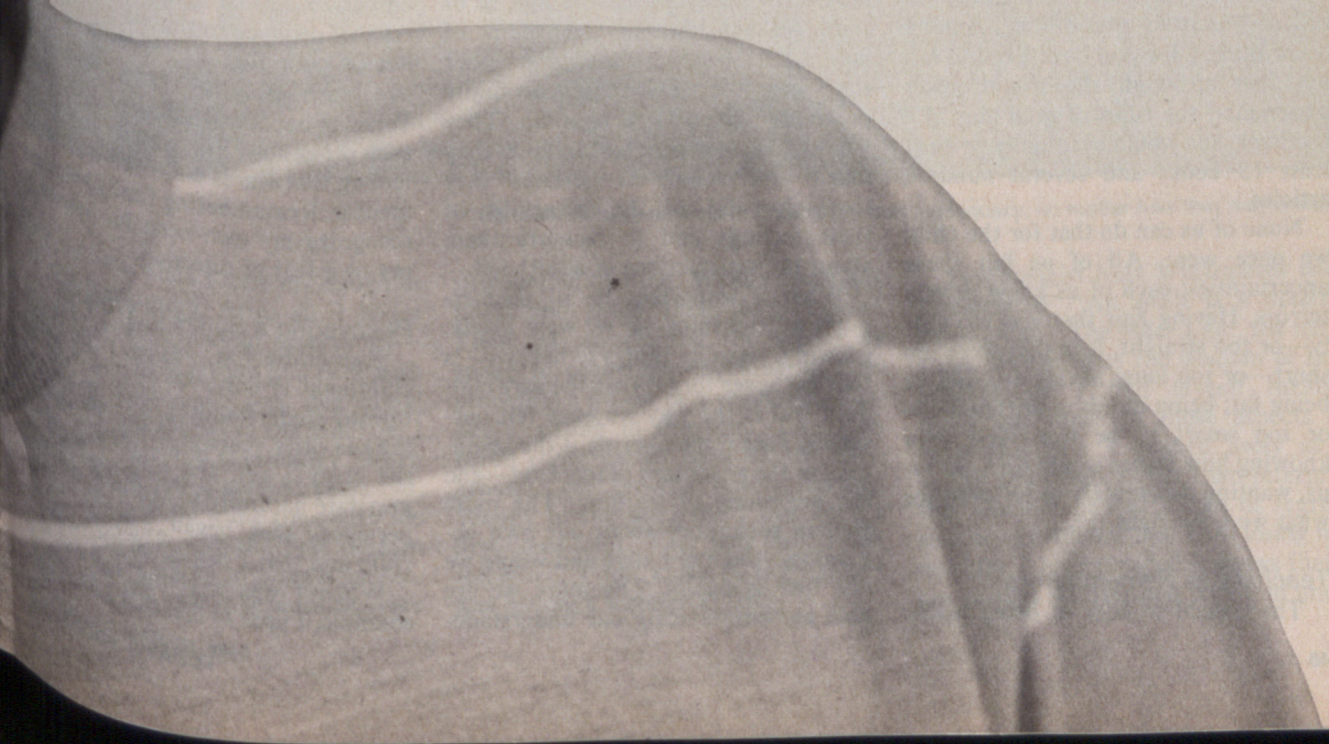
By EDA J. LeSHAN
*Contributing Editor,* Woman's Day Magazine; *Consultant, ABC-TV Children's Program* Alex and Annie; *and Former Nursery School Teacher.*



"What is important in all teacher-pupil relationships—if we want lovely, growing, learning things to happen—is that we never forget that the way children feel is the way we once felt ourselves. That is the beginning of the adventure of teaching."

like me, scared that I'd never learn long division, scared because I had never passed a grammar test. I saw myself as clumsy and fat—someone who was always chosen last for a relay race, who was worried about being rebuffed by my peers, who was terrified of being teased.

The school was a good one, experimental and progressive. My parents loved me a lot. What was the matter with me? Very little that growing up wouldn't solve; I was just an elementary school-age child.

### The Child We Were

I could almost see that child sitting on the rocks. I wanted to embrace her—to shout, "Here I am! Look at me! I came out all right!" In a moment I was weeping for the little girl who could not imagine the woman she would become. She needed so desperately to know that when she was a grown-up lady she would feel loved and respected, happy in her work and her life. I wanted to go back and take that child in my arms, tell her she was full of wondrous possibilities. Among other things, I would have liked to tell her that although she would never understand the rules of grammar in a textbook, she would eventually write at least 15 books and several hundred articles.

None of us can do that for the child we once were. All of us felt those uncertainties; each of us knew private terrors. Having hair that was too curly—or too straight, legs that were too short—or too long; having freckles or being fat; being dumb in arithmetic—or too smart to be well-liked. Not knowing how things would turn out for us, wanting desperately to be loved for what we were right then.

### Teachers as Rememberers

The special wonder of being teachers of young children is that while we cannot in reality go back and comfort the child we were, we *can* intervene, every day, in the lives of today's children. If only we try to remember what it was like, we can become fortune-tellers for the children we meet every day in school. We can let them know that we remember, and that *we* survived—and so will they.

If I have learned anything at all about children in all the years since childhood, it is that all children have feelings of uncertainty and inadequacy, no matter how they may behave, and that nothing is more important to their healthy growth and creative learning than knowing they are not alone.

Recent years have brought a great deal of conjecture about what motivates an adult to become a teacher. Those who have a predisposition toward pathological explanations suggest that teaching is a way of gaining control over childhood anguish—feeling a sense of power in the classroom—at long last. That may be the motive of some teachers, but my own point of view is that the large majority, whether they remember their childhood dimly or vividly, would like to *undo*. They would like to help the children they teach understand, as perhaps they themselves did not, the universality of their feelings and to reassure them about the satisfactions of adulthood.

What is important in all teacher-pupil relationships—if we want lovely, growing, learning things to happen—is that we never forget that the way children feel is the way we once felt ourselves. That remembering is the beginning of the adventure of teaching—and the beginning of learning. The more we can remember about our own beginnings, the more alive and whole we can feel as adults. The more we are able to communicate our understanding of how a child feels, the more that child is able to use his or her strengths for growing.

### Sufferings and Scapegoats

Keeping in touch with our own past is an important way to help ourselves as well as the children we teach. I have spent a good deal of time during my adult years trying to recapture my childhood experiences. One that I recalled vividly while working on a book about elementary school children was the day in the third grade when Emily wet her pants. What I remember about that episode is a feeling of enormous relief—a feeling I'm sure I shared with every child except Emily in that classroom: Thank God it was Emily, not I!

What I learned from that recollection was that the normal insecurities of childhood can make one cruel. When I see children teasing each other, finding a scapegoat, laughing at someone else's pain, I am reminded of Emily's catastrophe and of how vulnerable we all are—how we dread doing anything embarrassing, no matter how human. At this distance in time, I am amused not by poor Emily's suffering, but by my sense of relief that it wasn't I. When I see children being cruel to each other now, I see also the universal feeling that scares both victim and tormentor. Remembering Emily helps me recognize my own need for approval, my own fear of rejection.

### Recovering a Sense of Wonder

Remembering actual events of childhood is only one of many paths toward understanding and appreciating the early years of living. I find that the older I get, the more I seem to gravitate naturally to attitudes and experiences that began when I was a child and that I neglected for years.

When I was a young mother, for example, I used to feel that I was wast-

All children have feelings of uncertainty and inadequacy, no matter how they may behave.

ing my time when I took my daughter to the playground. After all, I had a master's degree in child psychology—what was I doing sitting in a park with a four-year-old? It was degrading! While Wendy played in the sandbox, I read books on child psychology. When my daughter was about 20 years old, she came to spend some time with me at the seashore. For the first time in my life I was trying to plant a garden. The task wasn't easy, because we were surrounded by sand; Wendy and I dug holes and filled them with topsoil. Then, as we planted the seeds, we spoke to each one, encouraging it to grow into a flower or a vegetable. Suddenly, sitting in the sand, I remembered those earlier days on the playground—me on the bench reading, Wendy in the sandbox. I had been a first-class idiot. *This was fun.* I felt refreshed; I felt close to my child; I was having a wonderful time.

Psychologist Max Wertheimer once commented, "An adult is a deteriorated child." The older I get, the more I am convinced of the wisdom of that observation. I find myself turning more and more to those aspects of childhood that I pushed away as a young adult; but rather than interpret this phenomenon as a sign of regression or as evidence that I am losing my marbles, I have decided it shows that I am getting smarter and trying to undo

the deterioration that Dr. Wertheimer observed.

Children are naturally full of delight at the mysteries of nature; they are gleefully curious about what makes things work. They find life fascinating—at least until adults start telling them there are right and wrong ways of exploring.

Like most adults, I "got over" being a child. I became increasingly studious, ambitious, and successful. I was busy all the time—and tired most of the time. Then, about 10 years ago, I began to want to sit still, to look, and to listen.

Looking back, I think I was struggling to return to the best of childhood. Perhaps I had faced enough of my early anxieties to have the courage to go back. I began to walk along beaches, watching the sandpipers scurry along, listening to seagulls screech and waves beat against the shore. I fell madly in love with wild ducks—talked to them daily, tried to convince them that cracked corn was better nutritionally than the white bread they preferred.

As I sit here, in a cottage beside a lake, a mourning dove is taking a bath in a birdbath outside my window. Every few minutes I stop for a moment to watch—and feel marvelously refreshed. A few minutes ago a bobwhite and his dutiful wife trundled across the garden. Later today the ducks will come waddling up, looking important and ridiculous, to peck at the screen door and quack raucously: I must stop whatever unimportant nonsense I'm up to and come feed them.

I am in my second childhood—thank goodness. A lovely thing about being a teacher is that you don't have to wait so long to take advantage of what once, long ago, you took for granted: your own natural delight in the wonders of nature. I do not mean running immediately out the nearest door to look at a tree or a bird. Children naturally wonder about everything—cars, spaceships, alarm clocks, rocks, John Travolta, frogs, nuclear energy, Mork and Mindy, dreams—everything they see, imagine, or experience. If we allow ourselves the pleasure and the privilege of their companionship, we may *never* become deteriorated. At the same time that I find myself exploring the wonders of nature, I also find myself reading more widely, asking more questions, savoring people and places with more excitement.

## "I Need You!"

A teacher is always surrounded by the special excitement that children create—the sounds of life. We need to let children know that we not only understand their feelings, we need their adventurousness, their delight, to remind us what is important.

I once went to the hospital to visit a young friend who had just given birth. When we went to the nursery, I had a renewed sense of the mystery of the unknown, the sacredness of growing things: a sense of renewal. I looked at those babies—crying, sleeping, squirming, gazing wide-eyed, each one different, special; each a tiny miracle of life beginning, all the possibilities there, the terrible and wonderful drama of what-might-be. I wanted to shout, "I need you! I need you!" Children bring us closer to our own deepest roots, make us feel more profoundly human.

## Sharing Our Feelings

We live in frightening times. A social revolution of no mean proportions is boiling up all around us. Will we survive the Age of Technology? Will we rediscover human values, celebrate loving and living—or blow ourselves up? Will we invent new institutions to replace those we are discarding—or end in chaos? Nobody knows.

Teachers tell me they cannot teach anymore—children are too overstimulated, too blasé, too hostile. Children tell me they are too lonely, too frightened, too confused to be able to sit still and do what grown-ups want them to do. How do children and teachers come together again? How do we share the dangers of such confusing times and struggle for their possibilities?

For the past several years I have been working with the Fortune Society, which is devoted to the rehabilitation of ex-convicts. Most recently, I have been recording interviews with ex-convicts for a book on crime. All those whom I have come to know were troublemakers in school.

None of them ever saw the school as a possible refuge from the anguish of their experiences at home or on the streets. None of them could describe a single experience in which they felt a teacher had reached out with compassion and tenderness and tried to understand their feelings. Every one of them was longing for someone to care enough to stop them from "being bad." All of them had ended up in a penal institution.

Millions of youngsters *have* caring, sensitive teachers. I won't get to interview those youngsters at the Fortune Society. We must never underestimate the degree to which teachers and children *are* reaching out to each other, sharing feelings, learning and growing together. What I learned from my ex-convicts was not that nobody cares, but that caring is essential.

The children of today often appear to be different from past generations of children. They are not different; social unrest does not change the nature of growing. Babies are still born the same way they always were, and no matter what new marvels science may produce, specific stages of growth still must take place for a child to mature healthily.

Some of our children may look tough and do dangerous things, but under the defenses against pain children are frightened and little, desperately wanting to be loved and understood and cared for. If they appear to be a new and different breed, it is only because in this age of technology we have tried to impose on children new timetables for growth which have nothing whatever to do with nature.

We need children to remind us that we are human and alive; children need us to feel loved and understood and cared for. How do we reach each other? *Through our shared feelings.* No textbook, no study guide, no well-lighted classroom, no expanded recreational facilities can make a difference unless teachers and children can meet each other's feelings—and be glad about it.

Children need a grown-up with a crystal ball who can say (and mean), "You are a miracle—and when you grow up, you will discover who you are and be glad about it." In other words, children need teachers.

Teachers need, for the good of their souls, contact with life, with growing things. In other words, teachers need children. □

# FOUR WHO CARED

*Join me on a personal odyssey. To set up a backdrop for the planning of this special edition, I first talked with many teachers and reviewed the comments of others from the most recent NEA Survey on Teacher Instructional Needs. From their remarks, I learned that teachers want to inquire into the dynamics of learning—our own learning as well as that of children.*

*All of us who have taught young children know that the energy expended in struggling to get them to go where we want them to go is vastly different from the tremendous satisfaction and joy we experience when we build on what they bring. How can we develop a sense of mutuality, of possibility, learning from and with children?*

*My quest for counsel in dealing with these concerns led me to another series of interviews, this time with some of the leading child developmentalists of our time. Four of these mentors share a particular interest in observing and assessing longitudinal aspects of growth; each of them has had significant influence on teaching practice. I invite you to share fragments of our conversations.*

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By MONROE D. COHEN
*Freelance Writer; Editor; Educational Consultant; Former Director of Publications for Childhood Education International and Editor of Its Journal* Childhood Education.

# Frank thoughts and passionate convictions! You are invited to sit in on conversations with some of the major child developmentalists of our time.

*A chat with* Lois Barclay Murphy *is always a special treat. It is sure to be wide-ranging and yet topically up-to-the-minute. It is likely to be interlaced with vivid personal reminiscences, often dating back many years, of children she has worked with—as a teacher, perhaps, or at the Menninger Clinic, or at Children's Hospital in Washington, DC, where she is a research consultant. During such a chat, nearly eight years ago, I jotted down one of her prize comments:*

We need to go beyond concern about teachers' method and content to get to the children themselves, their individual styles and pace of learning, their interests, motivations, mental furniture, points of taking hold, sources of pride.[1]

*Recently, I brought these words back to her attention.*

**In view of the current pressures on teachers, particularly in regard to children's academic achievement, would you make such a statement today?**

Attention to such matters is even more needed now. My granddaughter, for example, shares with me her woes about working in special education. Often, she feels mechanical duties—the endless reports, the pages and pages of detailed "ratings" to be written—take up too much of her time. Once she gets beyond these demands, she finds her margin for creative thinking is exhausted.

I tell her, "When you need to take a fresh look at your classroom, begin by remembering that there is no such thing as a perfectly normal child. *Every* child is a checkerboard of potentialities, strengths, and weaknesses. One may be especially strong at taking in things visually, another through hearing. We need to choose means of instruction that make use of the strengths and give special practice in the weak areas.

All children in a group don't have the same interests either, so we need to use different materials if we want to involve them. Take attitudes toward animals, for example—one child may adore horses, another may love dogs, another may be totally absorbed with a litter of kittens. As much as possible, we need to build on existing interests as well as introduce new ones. We need to make the best possible use of the energy that goes into learning.

**You have always stressed this need to personalize teaching. Could you elaborate a bit more?**

Lots of children are bored to death with much of the material in elementary school—but they needn't be. Teachers can make drill and routine vivid, rhythmic, even fun, when we adapt the drill to the children's interests. We need to develop a profile of the range, patterns, and limitations of each child's interests, along with a profile of his or her abilities.

We also need to recognize that children have very different tolerances for routine tasks. Some children are physiologically more fatigable than others—just as some are more distractible than others. Therefore, we need to vary the time we require children to work on a task and how we structure a task, taking their differences into account.

Cultural differences also affect the way children approach their work. One classic study relates to a group of American Indian children who were classified as slow learners. A sensitive investigator, Otto Klineberg, found in an experiment on testing that no matter how much he urged the Indian children to go faster, they refused to do so. They wanted to do the tasks exactly right. He found that the Indian children were considerably more accurate in their work than a control group of White children, who would zip through problems that the Indian children painstakingly sought to carry through to perfection.

*Lois Murphy has contributed a long series of classic studies about learning from and with children. One example is her early research on the development of sympathy in children. Some others are—*

*Life and Ways of the Seven-to-Eight Year Old* (with Barbara Biber and others). Basic Books, 1952.

*Personality in Young Children* (two volumes). Basic Books, 1956. Paperback.

*The Widening World of Childhood: Paths to Mastery*. Basic Books, 1962. Paperback.

*Vulnerability, Coping, and Growth—From Infancy to Adolescence* (with Alice Moriarty). Yale University Press, 1976.

*This last, now available in paperback, gives highly readable accounts of how children deal with problems.*

*My second conversation led me to New York's City College for a visit with* Lillian Weber. *A screeching subway ride and pleasant, pungent stroll*

Every child is a checkerboard of potentialities, strengths, and weaknesses.

*past fruit stands and bodegas off upper Broadway brought me to her office in Shepard Hall.*

*Here is housed the famous Workshop Center for Open Education, which Ms. Weber founded in 1972 and has directed ever since. With a characteristic broad smile, she beckoned me in. We moved to a long table in one of the Center's three narrow rooms. All about us were child-made and teacher-made charts, maps, sketches, photographs, aquariums, terrariums. Our conversation began in earnest and spilled over into another session the next morning. Key points recurred again and again.*

*Open Corridors, as I understand the term, is a way of helping teachers deal with the vastness of a large school by organizing it into manageable places that permit both teachers and children to interact with one another.*

**Recently the Open Corridors program celebrated its tenth birthday. What do you consider the most significant changes that have resulted from your work during this period?**

A real breakthrough has been that the isolation of teachers in the schools with which we work has been considerably diminished. Teachers have come to see the whole ambience of the school as supportive in a number of respects and to see themselves as part of the developing life of the school.

When this new pattern of relationships exists, even if it is not fully developed, teachers are able to work in a way that recognizes that they are not just mechanics whose job is to carry out prescribed programs, but people who can contribute to decision making on change.

Many who come to our Center are not in Open Corridor setups. We try to help them realize that although the school's institutional assumptions hamper them, they must not abdicate their responsibility to exercise judgment. Teachers remain at the core of relationships with children. If teachers are supported in their humanness, it becomes more likely that children will be supported in their humanness.

We of the Workshop Center and Advisory did not really remove the school's institutional prescriptions—we had no such power—but sought to help teachers understand and criticize such received wisdom. We would say, "Even though you're in a bind, find some way to make adjustments to do what you can."

**How have you and your colleagues at the Workshop Center reacted to back-to-basics pressures?**

We never left the basics. We never departed from substance, but we acknowledged a commitment to raise more intelligent questions about classroom content—and the nature of reading and of quantification.

A great many teachers who have worked with us have developed more conviction about encouraging children to use context in finding the meaning of what they read. With teachers, we have thought and talked about the ways children think and acquire language. New forms of reading assessment grew out of these discussions.

Politicians' reactions to public budgetary concerns, inflation, revulsion against anything that sounds as if it's extra have led governing bodies to renege on the commitment to public education and to push around lots of school people. They have not critically affected our own work yet, but the squeeze on money can of course go on to diminish basic supports.

**You've been quoted as saying, "Too many teachers are too busy testing and scoring instead of interacting with children." Would you elaborate?**

You learn from children where they're at. There's no point in pushing content that doesn't matter to them. If you want to build a curriculum, you must see where it fits. You must listen hard and then connect piece to piece. You must connect to each child's history where he or she was before. Those who impose knowledge without connections, who break the continuity of the child, make learning harder. Engaging with the child's purpose, you confirm the child in what he or she *does* know.

One time my grandson Teddy, who lives in California, was visiting me in New York. I had planned to go with him on his first trip up the Empire State Building. I thought he'd be so dazzled—he's almost eight.

But Teddy had his own connections. Do you remember the classic picture book by Hildegarde Swift and Lynd Ward, *The Little Red Lighthouse and the Great Gray Bridge?* All the way from the airport Teddy kept saying, "Is that the Great Gray Bridge? Is that it? Is that?"

Way atop the Empire State, as I tried to point out the various sights, Teddy was saying, "But where's the Little Red Lighthouse?" When I pointed to a space below, in the shadow of the George Washington Bridge, he asked, "But how do I know that's it? I can't tell what size it is from here; I can't see the red color." In effect he was asking, "Am I supposed to take it on blind faith from you?"

Seeing the bridge and the lighthouse remained the most important event for Teddy in the next two busy weeks. When we walked as close as we could to the lighthouse, he sighed, "Oh, it has deteriorated!" What he felt about the Great Gray Bridge and that Lighthouse was what mattered for him.

Again, you learn from children where they're at and confirm in them what they know. Listening, observing—and responding: That's how, from a mishmash of beginning perceptions, teachers and children alike come to an understanding of how the world works.

**What is the basic belief or principle that has guided your work through the years?**

I've become clearer and clearer about the nature of the essential teaching act. As a teacher, you have the training and responsibility to use your position in this intergenerational world as an expert available to the child. You've lived longer; you have some controls built up.

Then, to use Susan Isaacs' words, "in the interest of helping the child grow," you use this knowledge as a contributor to the world of others. You stress interaction, not just the individual atom.

To do this, there is no other way than to observe and interact with children—and then to reflect about that interaction. This is different from a diagnostic-prescriptive approach that looks only for the child's deficits and for ways to get the child to take in a world you set. The second approach may interfere with other aspects of your job as teacher—interacting with children and creating, extending, and adapting the environment in response to your observations.

Lillian Weber's scholarly yet personal-

ized book, *The English Infant School and Informal Education* (Prentice-Hall, 1971), provides a valuable undergirding for many of these ideas.

*The next interview I did not conduct personally but participated in vicariously, by way of* Insights, *the excellent newsletter published by the Center for Teaching and Learning of the University of North Dakota.*[2]

Marie Hughes *works with graduate students and conducts seminars at the University of New Mexico, where she is now Professor Emerita. She might well be called a comrade-in-arms of Lillian Weber. They share a lifelong interest in the study and application of research on young children, with particular concern about language acquisition and development. Both have been deeply involved too with intergroup education and with studying the nature of teaching.*

*This talk with Marie Hughes was conducted by a former associate of hers, Mavis Martin, who is now the permanent resource colleague for the University of North Dakota Follow Through Program at Zuni Pueblo, New Mexico. What follows are only a few excerpts adapted from an extended dialogue.*

**It seems that some of the things you demand for children would call forth very dramatic changes in schools. These cannot be just a little patch on a temporarily flat tire. I've heard you say that we have enough information today to demand a genuine revolution at the school level. What are you talking about, Marie?**

A good current example is the relatively new information on the brain and how it works. Many things are not known, but we know enough to demand some changes.

We know that the brain matures at different times in different individuals, just as do other parts of the body. The lungs do not have full capacity in the beginning; the heart is smaller at first. There is a time when a young child really can't walk; he moves in a running style because he must move on the ball of his foot until the tendons lengthen. The brain itself matures, and as it does, there are new capacities available to the individual.

But when a child is introduced to material beyond his capacity—beyond his brain readiness, if you are willing to use a word which is anathema to some people—the child cannot understand. At such times he is not capable of utilizing the material.

**Do you think this is one reason it appears that so many children are not learning to read: They get off on the wrong foot if we start them when their brain is not ready?**

Yes, our timing may be wrong. Also, however, we start children in ways that prevent them from knowing what is going on. You see, the child is busy, as all of us are really, making sense out of our world. So when we deliberately take a young child and introduce him to heavily structured material for which he has no basis whatsoever, then he shuts off on us.

When we say that 85 or 90 percent of children's reading difficulties are made by school instruction, this is a very conservative estimate. We introduce instruction in ways that make no sense to the learner. And as soon as something makes no sense to a child, he has to turn off.

**How do you feel about back-to-basics?**

Oh, I feel the back-to-basics movement is one of the most vicious things that can happen in education. It allows nothing that can truly nurture the mind of a child.

It has nothing to say about the great capabilities of the human mind. It has nothing to say about the individual child and his interests. It has nothing to say about the time the child needs for maturing or the scope of experiences that he needs. It has nothing to say about the quality of the people who are working with the child.

It is a very vicious thing. And it guarantees nothing—not even that the child will learn to decode. But decoding, even if it were accomplished, does not mean the kind of reading with comprehension that children need to do.

**What kind of steps do you recommend for teachers who want to grow professionally?**

Well, I don't know how best to get at that, because every human has his own life experiences, and it is very hard for another to enter that frame of experience. But we have to remember we do not choose, control, or even know the past experiences of the child we have at school. So this is one thing: We have to gain great respect for the potentiality of any human.

Then if you are going to be a teacher, you have to study children as a professional, that is, with a certain amount of objectivity, as well as great caring. I think too many teachers have not truly *seen* children, have not found ways in which to study children. If they learn to study children, then they can study their own response to children so as to find their own ways of working.

I was working with a couple of teachers the other day, for example, and they were reading to me some of the conversations they had with children. In too many cases, the child would cease to speak to them, and I was struck by the fact that neither one of those teachers had *evoked* any response. That is, their responses to the child had been evaluative or in some other way had cut off the child; these adults had not learned the process of eliciting a response.

If you can elicit responses, it shows that you are truly interested in a child; your response draws a response from him. "Then what happened?" "How did you feel?" "What would you have done?"

We must observe our own behavior and what the child does in response to our behavior. I have never understood how a teacher could give out the same type of worksheets to the children day after day and have the same children respond incorrectly day after day. What is there about us that we have so little concern for their feelings, so little caring, so little knowledge of how children learn and live?

**How can teachers overcome their fears that children will not learn unless forced to do so?**

The more we observe and reflect on children's reactions to their environment, the more we learn to trust them. They do their own learning.

Probably we cannot teach anyone. We now know that each one builds his own mental contents and strategies through an active process of construction.

**You are saying, then, that there is a theory of instruction in our interactions with children?**

Not a whole theory, by any means. Let me remind you, for example, that we still don't know exactly how a child

learns to read.

But new information is constantly made available. We don't need to base our actions on folklore—we can continue to test our hypotheses through our own work with children.

*The last of my interviews led me back to New York, to a small, tree-lined street, incongruously squashed in amid the high-rise apartment jungle of the East Bronx. There in a small, cheerful flat full to bursting with paintings, books, recordings—and file after file of research notes—I found the pale but still vibrant* Dorothy H. Cohen. *My visit came just six weeks before her untimely death this past summer.*

*As a member of the senior faculty of the graduate programs at Bank Street College, Dorothy Cohen inspired many adult learners to improve their skills of child study. One of her books,* Observing and Recording the Behavior of Young Children *(written with Virginia Stern), remains the all-time bestseller among the publications of Teachers College Press.*

**What is your response to the spread of negativism among parents and teachers, the talk of "burnout"?**

Why do we have more and more parents—and teachers—bitterly unhappy about the education of their children, feeling cheated?

Granted, the problems in the big cities especially are considerable. The government took over much of the funding once provided by the Ford Foundation and others, with few discernible changes in schools as the result of the influx of large amounts of money.

But we do have a number of good programs in existence without large amounts of money. We need to ask: "What do children need?" We find that like all of us, they need *responsible* adults. We don't hear about these teachers, because they are doing the job they should be doing, and that's what makes good programs.

As for teacher burnout, the strength of the teacher's role is wholly related to teachers' perceptions of themselves as adults. If teachers are to function capably in classrooms,[3] they must reject at long last the insulting and humiliating nonsense of those administrators, educational psychologists, and textbook and materials manufacturers who presume that teachers are too stupid to know what to do unless a plan of action is carefully laid out for them in easy steps. Before they can function independently, teachers—of whom approximately 70 percent in the elementary schools are still women—must debunk the popular assumption on the part of largely masculine leadership that educational materials need to be created primarily for the purpose of thwarting the natural ineptitude of teachers.

Teachers who do not trust themselves or their intelligence cannot develop good informal classrooms. Each classroom must be built by the teacher and children in it. This does not mean reversal of the familiar teacher domination and control to domination and control by the child. The teacher does not abdicate the role of the adult in the process of altering her role as teacher.

**I know of course of your deep faith in teachers and also of your conviction that they must come to know more about the processes of children's learning. Many of us share your concern, however, that few educators in positions of leadership have themselves learned the techniques of observing and recording children's behavior, except by trial and error.**

**It is good that you are writing a new book to help teach those skills more effectively** [to be published posthumously, with the help of some of her Bank Street colleagues]. **Could you comment about the place of child study in improving the schools?**

I believe strongly that most teachers care about children and want them to succeed, so teachers want information that will help them carry out their task. They want perspective and understanding. They want more solid evidence of growth or regression than their intuitive understanding or the limited scope of standardized tests gives them.

They want documentary evidence for their conferences with parents and consultations with psychologists or educational directors. It is not the negative things about their children that parents fear; they know their children are not perfect any more than we adults are. But unfair statements by people who do not know their children or care about them yet pass judgment upon them are painful, and parents properly resist them. Learning to observe children objectively and to record what is observed with the same objectivity is the real answer to the anxiety and criticisms of teachers and parents alike.

Sometimes fear clutches the heart of a really loving teacher who assumes that objectivity must mean coldness. What needs to be clear is that warm, loving feelings are good for children and that good teachers are honest about their feelings, even their angry feelings. The objectivity we're asking for is about the child's feelings, which may be very different from an adult's.

*In addition to her writings about observation, Dorothy Cohen provided a panoply of insights about children through the whole span of the elementary school years (see, e.g.,* The Learning Child, *Pantheon, 1972, or* Kindergarten and Early Schooling, *written with Marguerita Rudolph, Prentice-Hall, 1977). Her prophetic discussion of the "children of technology" pointed to misuses of the mass media that ignore the need for human interaction.*

*You can provide your own summary of these four conversations. To me what binds them all together is what Lillian Weber has called an unswerving faith in "the intelligence of teachers and the educability of children." Echoed throughout is a vision of teachers and children as co-learners—taking risks, enlarging perceptions, reflecting, growing, pursuing explorations that can bring about self-discovery. The articles that follow continue the story.*

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[1] First reported in *Childhood Education 48:* 56; October 1971.

[2] *Insights* 11: Numbers 6 and 7, March and April 1979 (Center for Teaching and Learning, Corwin Hall, University of North Dakota, Grand Forks 58202).

[3] Although the ideas in the following two paragraphs were discussed in our interview, I have, on the suggestion of Dorothy Cohen, excerpted the precise wording from a paper she first presented at a conference at the State University of New York at Cortland in 1973. The entire paper, "The Role of the Teacher in the Informal Classroom," is included in a provocative series of essays, *On Teachers and Teaching* (edited by Charlotte Winsor, Bank Street College of Education, 1979). Reprinted with permission.

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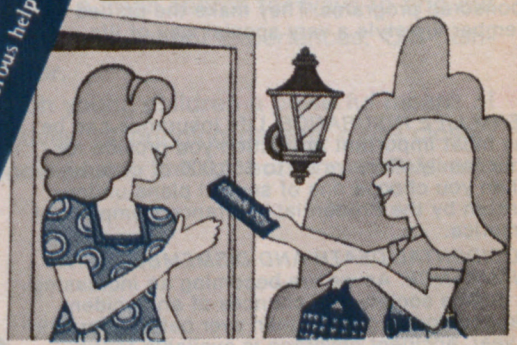

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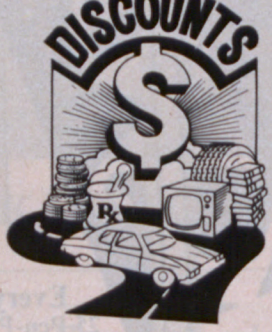


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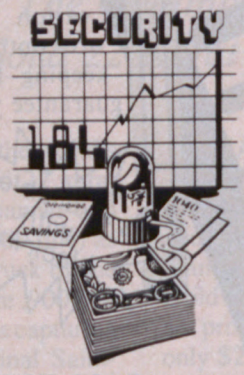


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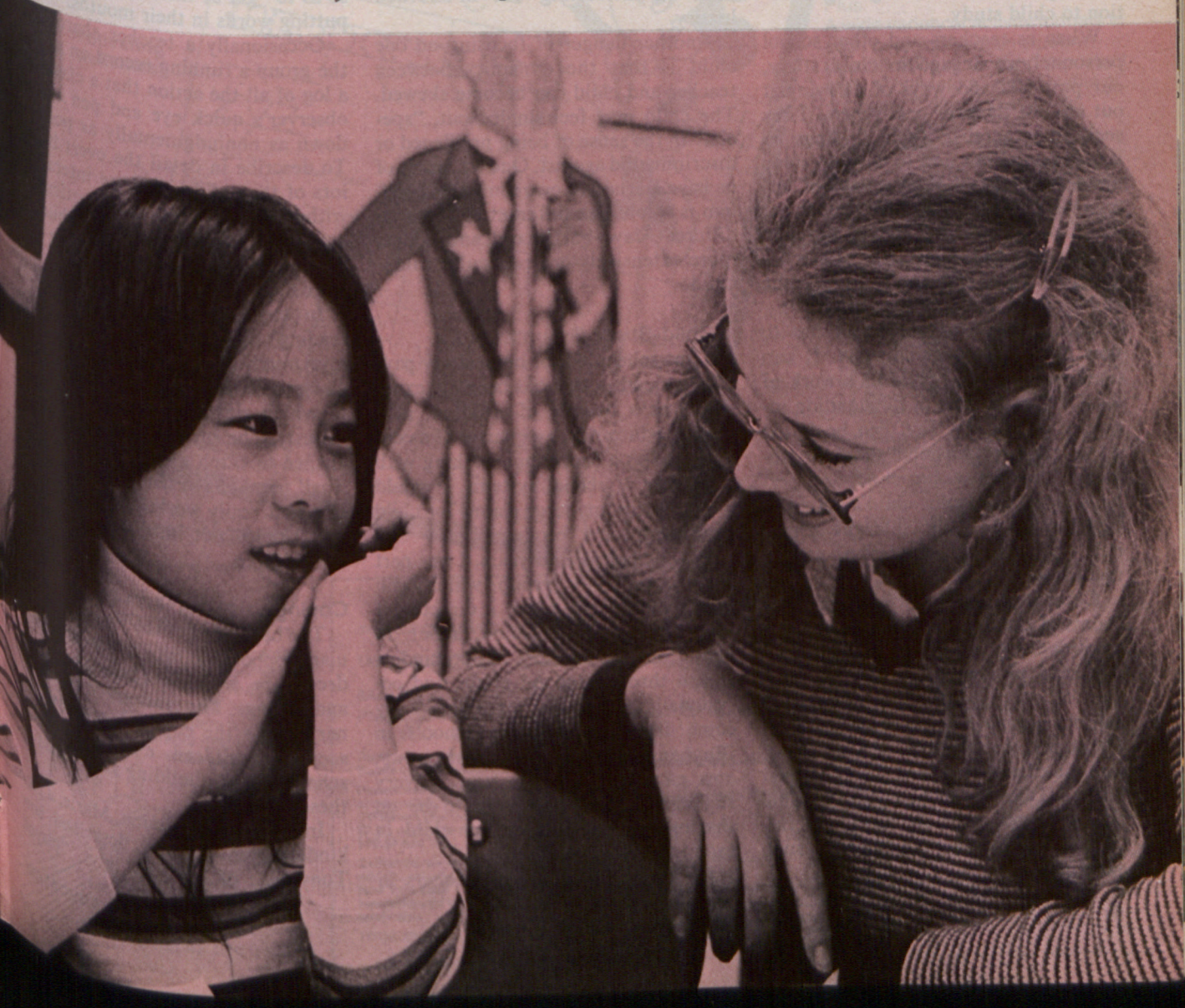
# HOW CHILDREN TEACH US
## —a Chronicle of Child Study Revisited

To stay on top of our teaching jobs and not be overwhelmed by them, we need the invigoration of new ideas from research and other sources. We also need continually to improve our classroom practice, and in this growth, we need the support of our colleagues within the school.

Such concerns are leading many of us to a fresh search for ways to find out what meanings children bring to bear on their school experiences. Old-fashioned child study is coming back into favor.

Child study offers those of us who teach young children a powerful means of tracing and enhancing intangible objectives, of bringing parents more closely into view, of scanning and perusing new ideas, and of bringing beliefs and

By MARGARET YONEMURA
*Professor of Education, State University of New York at Binghamton.*



Here are many concrete examples of ways teachers, through child study, have gained insight into how children think and feel.

practices into closer congruence. Thus it furthers our development.

Although rich evidence attests to the value of systematic child study, we all know that time for it is still all too rarely budgeted into the school schedule. Individuals can do it alone, as is witnessed by the accounts of such perceptive teachers as Sybil Marshall and Sylvia Ashton Warner. But for those of us who have access to colleagues, the intellectual give-and-take of shared thinking is invaluable for giving direction to child study.

When as teachers and other school personnel we engage in child study, our purposes and ways of carrying it out are not those of researchers. They seek to generalize their findings to large populations and to develop some understandings of the vagaries of human nature. We observe in order to get ideas about how we should develop, implement, and assess our classroom activities then and there for specific children, not children-in-general.

The information we gather has to flow out of the teaching day. It can take many forms—children's work of all kinds; memories of outstanding incidents in the day that can be jotted down later; an occasional audio- or videotaped session with a child; and perhaps some notes of a child's activities taped by a student or colleague or parent who has 10 minutes or so for recording.

Child study can involve whole classrooms of children, subgroups within a classroom, or individual children. The last kind provides a particularly economical way of gathering information for developing a wide range of ideas about *all* the children, the teaching, and the educational program in a classroom. (Dorothy Cohen and Virginia Stern[1] as well as Millie Almy[2] carefully describe ways of gathering such information.)

## Some Pitfalls

Centering on one child may have some pitfalls, however. As I've learned the hard way, we must take precautions against tunnel vision, and we must direct group discussions of a single child to answer such questions as "What does this incident mean for other children in the class?" and "What are implications for my teaching in this?" When we do not, we often wind up feeling that a sharing session has been an interesting but ill-afforded luxury.

Another danger of focusing on one child is that the dynamics between teacher and child can become skewed. The child may feel singled out, "special" in the sense of being privileged or discriminated against. One way some of us have learned to overcome this problem is to observe different children on different days but record and collect more extensively one particular study-child.

## A Child-Study Group at Work

Time scheduled for child study pays big dividends—that has been my experience as a teacher of children, as a teacher educator for a quarter of a century, and as a consultant working with a number of school systems. I would like to justify my large claims for child study with some recollections.

For the last several years, I was part of a child-study group which still meets. It is made up of a director of early childhood education, about 24 public school teachers of prekindergarten through second grade, and occasionally a few teacher aides. They come from six different schools in Binghamton, New York. The group, now entering its fourth year, is very stable. Its focus continues to be on sharing observations of one child in each teacher's classroom.

Routinely, most of the teachers in the study-group keep folders of representative samples of all their children's work in writing, mathematics, science, and art. They also collect anecdotes about the children's language, social growth, imagination, aspirations, aesthetic leanings. For some teachers, accomplishing these tasks takes several minutes a day after school; others invest considerably more time. When time permits, the teachers set aside five or 10 minutes to talk with children so as to "get at their thinking without putting words in their mouths."

Occasionally a teacher shares with the group a running record on a child: a log of all the action that a classroom observer's quick eye and pen can jot down as nonjudgmentally as possible. To describe in detail the overt behaviors of the child and those interacting with him or her proves particularly useful in the case of younger children, whose actions often speak louder than words.

In my experience, teachers relish reading these running records. We miss much of what happens in our own classrooms because of the many details to which we have to attend simultaneously. The running record gives us a chance to catch and hold some of the small triumphs of teaching—the question that really worked, the suggestion that rippled out into a new effort by the children.

## Coping

The beginning of the year is a particularly opportune time to see how children cope with new persons, events, and settings. The teachers in our seminar discuss the coping strengths they see the children exhibit and the school's role in building and extending these.

In one such discussion, Marie, a prekindergarten teacher, described how Tony, one of her new boys, "played

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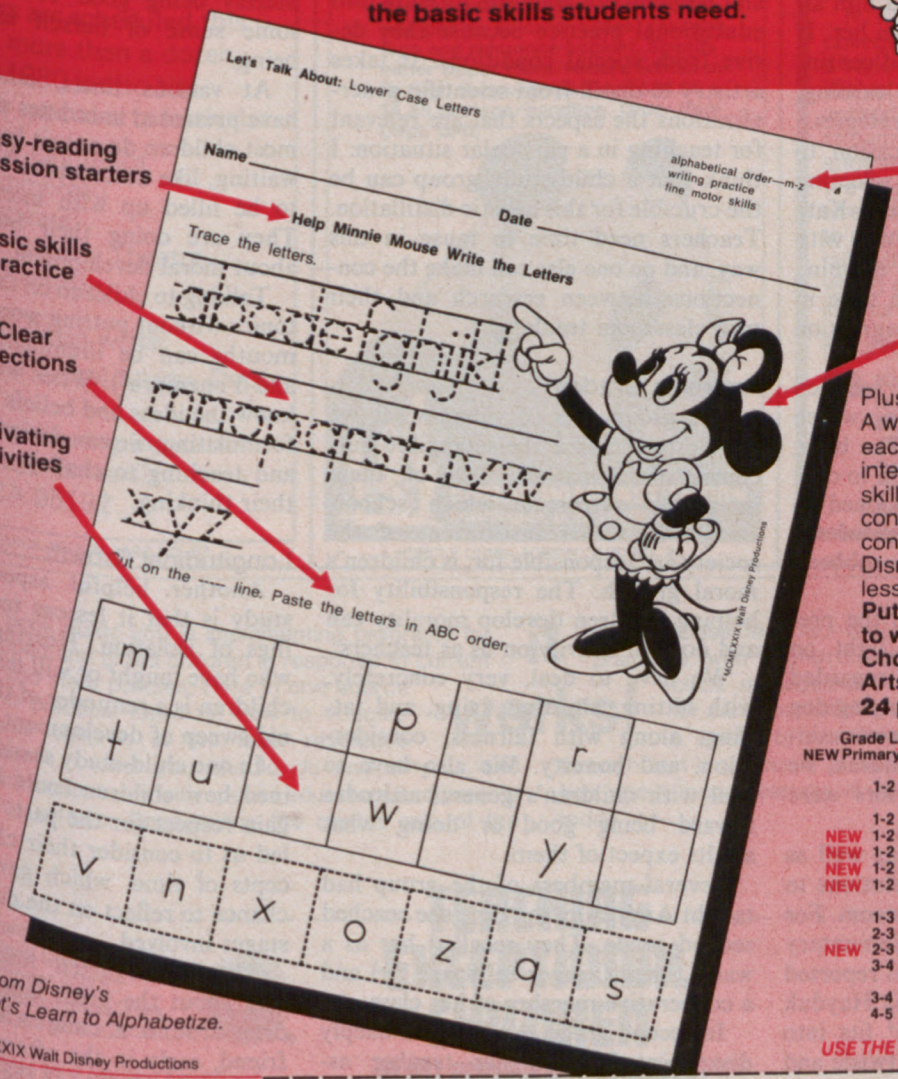


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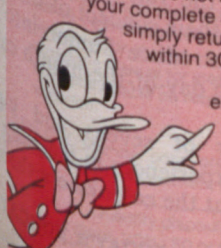

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dog" the first few weeks of school. He attached himself to whichever kindly child master or mistress would allow him to tag along.

Marie considered this strategy Tony's way of coping with his feeling that he needed a prop in order to explore the new world. She made special efforts to tutor Tony briefly in activities so he would feel competent in tackling them, and she offered him all the support he would take from her. If Tony's dependent behavior had continued and interfered with his learning, she would have tried other strategies.

Marie's story gave us occasion to look at the framework for selecting teaching strategies that Lilian Katz suggests in her essay, "Condition with Caution."[3] We went on to examine other ways in which children cope in school and the role that imagination and humor play.

A kindergarten teacher recalled bringing in a box of old jewelry, which the girls took as their own. The boys, sufficiently sexist in orientation to concede the validity of this act, looked on with envious eyes. Soon three of the more enterprising formed a robbers' gang and stole the jewels.

The discussion of this and the preceding episode threw new light on what might easily have been regarded as behaviors of little merit: playing dog and playing robbers. When we considered the intentions of the children, we could see that these behaviors were ways of coping.

Our group uses research as well as observation in developing solutions to problems we face in the classroom. For example, the study of elementary school children's expectations reported by Doris Entwisle and Leslie Hayduk in *Too Great Expectations*[4] fits into the discussion of coping. Entwisle and Hayduk had first and second grade children and their parents predict the grades they felt the children would receive at the end of the semester. Working-class urban children expected far higher grades than did middle-class suburban children.

Discussion of the research offered our group a chance to think about what children expect when they come to school. Thus we balanced the empty-slate concept of children, which still remains firmly in place in many classrooms despite Piaget's work.

The authors' conclusions contradicted the beliefs of some of the teachers in the seminar, so we debated them.

Such debate and discussion are surely what educational research should be generating. As N. L. Gage points out in *The Scientific Basis of the Art of Teaching*,[5] the findings of research by and large do not translate directly into educational practice because they derive from special conditions. It takes artistry to distill from scientific generalizations the aspects that are relevant for teaching in a particular situation. I think that a child-study group can be the crucible for this artistic distillation. Teachers need time to muse in this way, and no one else can make the connections between research and their own classroom teaching.

## Andrea's Grades

Our group also considers what we can do to increase the intangible outcomes of education. One of these intangible outcomes, which schools along with other institutions of the society are responsible for, is children's moral growth. The responsibility for helping children develop morality can and does sit heavily on us as teachers.

We have to deal, very concretely, with hitting, cheating, lying, and tattling, along with fairness, consideration, and honesty. We also have to deal with children's general attitudes toward being good or doing what adults expect of them.

Several members of the group had taught Andrea by the time she reached second grade. They recalled her as a warm, bright, eager-to-please girl and a cooperative member of her class.

In second grade, Andrea was deeply disappointed when her teacher assigned her a grade of Satisfactory rather than Excellent. High grades had already become the central pivot of Andrea's views of herself and of others in the school. She seemed to have decided that little reward comes for the sacrifice involved in being good. Her parents also were angry and distressed.

Several members of our seminar expressed both dismay that Andrea and the school were so obviously at odds with each other and sympathy for the load of anger that Andrea's teacher was receiving. We concluded that for the present, grades are here to stay, so we kept the discussion within the limits of that reality. The members offered support for the teacher's decision to help Andrea see herself in a more realistic way. Andrea clearly needed help in coming to enjoy satisfaction for being friendly and kind rather than merely being good because she had some sense of herself as a perfect being.

At various times, other teachers have presented anecdotes showing that most children do not sit back passively waiting, like automobiles in a gas line, to be filled up with moral precepts. They are doing their own thinking about moral development.

Talking to children on this and other topics without putting words into their mouths can be illuminating (Miller[6] and Yonemura[7]). When we as teachers know the ideas and beliefs children are formulating, we can design curriculum and teaching to challenge and extend their thinking.

## Longitudinal Growth

Another helpful aspect of child study is that it lessens teachers' feelings of isolation. Hearing colleagues who have taught or will teach the same children is a reminder of the longitudinal sweep of development.

In one child-study session, we examined how children could be helped to gain respect for the past. This inquiry led us to consider their changing concepts of time, which gave us all the chance to reflect on the developmental stages involved.

The kindergarten teacher present told about the great laughter of children around a child who asked her friend, early in the afternoon, "Did I have supper yet?" and then, at a higher pitch of excitement, "Did I have lunch in the morning before I went to school?" This venture was greeted by even louder laughter. As the teacher reflected on the fun children had in playing with their concept of time, she decided to introduce humor into her rather solemn day-of-the-month calendar routine.

A teacher of sevens and eights shared her experiences in teaching her children about the colonial era through

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having them make some games played by children in those days. The study-child, having trouble with the balance of his whirligig, commented, "Colonial kids must have did it better because that was a long, long time ago." Another child wondered, "Did they have mothers?"

These children, wondering about the past, are raising questions that reflect their still immature thinking but represent a giant step from the concepts of time the kindergartners are sorting out. The second grade teacher realized that her children had a long way to go, but the kindergarten teacher reminded her how far they had come.

These early childhood roots of learning are not easily visible, but we know that early attitudes and values come back to haunt or help us throughout life. As we teachers listen to our children and talk over what we hear, we can replace the uncertainty of whether roots are growing—or exist at all—with evidence of growth.

### Arts and Intellect

Our group also examines children's work in the arts as a source for learning from and about them. One teacher shared a drawing that Tina, her very quiet study-child, had made after returning to school from four days of severe winter snows. For days families had been virtually immured in their own homes. The morning of Tina's return, she made an interesting crayon drawing. A yellow-and-orange mother held center stage with a large baby at her left, one girl at her right, and several small figures under her feet. All the figures touched.

The closeness of the figures and the brightness of the mother suggested to us that despite being shut in, Tina felt that the experience had been satisfying. The message in the painting was formulated tentatively, but our empathic feelings for Tina's mother were *not* tentative. They created a feeling of connectedness with the home not always easily come by.

### Quiet Time

As we talk about children, the impact of teaching and curriculum upon them is evident. We have the chance to see myriad ways in which we are putting into practice our essential beliefs about good education and our part in it. In many discussions, the teachers express surprise and relief at what they see reflected back to them in the study-child's growth and development.

Sometimes, however, the teachers are struggling to see ways in which their practice can become more congruent with their beliefs.

At one session, a first grade teacher discussed Billy, a boy who talked very little to other children and not at all to her. Another teacher mentioned that the early morning meeting time of this class was clearly a time when being still and quiet were highly reinforced. The first grade teacher then saw that the first message Billy received in the morning was how good he was for being silent and still. She recognized the incongruity with her stated beliefs about young children's needing to be active learners—not physically running around or making noise, but interactive, alert, and nonpassive.

In discussion, the study group suggested that many of the children in the class had already sat still and silent in front of television before leaving for school and some had then had lengthy bus rides. But the teacher insisted she had found that a quiet, controlled start of the day prevented the children from becoming unnecessarily "high." The discussion moved on to brainstorming strategies, room arrangement, and grouping that could reduce overstimulation of the children without straitjacketing them into a silent class. The goal was to help this teacher move her practice and beliefs more closely together.

### Other Options

Because child study has a significant part to play in education, teachers in locations where no child-study group exists may want to start getting together in pairs or larger groups. One good approach involves a special kind of conversation.[8] Two teachers arrange to meet for one hour a week for a couple of months. One agrees to listen with empathy while the other discusses a child or several children in her class. These presentations form the groundwork for discussions on teaching and the curriculum.

Alfred Benjamin has well-described empathic listening in *The Helping Relationship*.[9] Without passing judgment, the listening teacher tries to learn the values of a colleague and see professional activities from the latter's viewpoint. Although some real effort is needed to attain this relationship, with practice it can be done with increasing effectiveness.

Teachers who are committed to helping children develop multidimensionally avoid narrow specialization, but the size of their professional task can make them vulnerable to despair. Child-study sessions can offer support and restore energies for responsive teaching. Learning from and with children is the name of the game. □


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9. Benjamin, Alfred. *The Helping Interview.* Boston: Houghton Mifflin, 1969.

2692 I am wanting to be loved.

2203 You're special.

2866 If you love somebody let them know.

2319 When you come to the end of your rope, make a knot, and hang on.

2628 It's hard to be humble when you're as good as I am.

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2832 We all make mistakes.

2417 Love is like the moon: Beautiful and ever new.

2617 Learn to eat problems for breakfast.

2456 If you want a friend, be a friend.

2187 We're all in this together.

2479 I always see better with my heart

2549 A friend is one who comes in when the whole world has gone out.

2353 Do not pray for an easy life. Pray to be a strong person.

2860 May each new season be a time for new beginnings.

2865 We all need a helping hand.

**6** We need each other.

**2280** See, I make all things new.

**2448** Nothing improves my hearing better than praise.

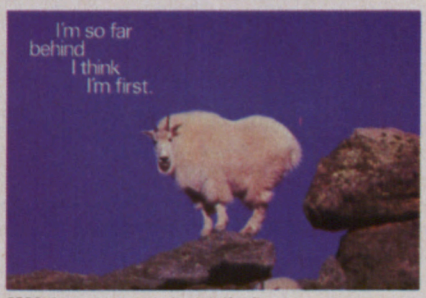
**2830** I don't need a great deal of love, but I do need a steady supply.

**2935** There are two lasting gifts we can give our children--one is roots, the other is wings.

**2869** The best thing to hold onto in this world is each other.

**9** To know me is to love me.

**2589** Thank you, Lord.




**2836** I'm so far behind I think I'm first.

**2783** Be good to yourself now and then.

**74** God grant me the serenity to accept the things I cannot change...

**2837** I gotta be me.

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**2748** A House is built by hands, but a home is built by hearts.

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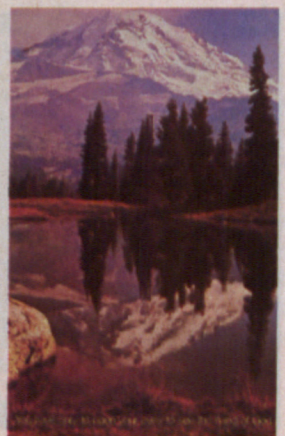

**2469** You have only to open your eyes to see the hand of God.

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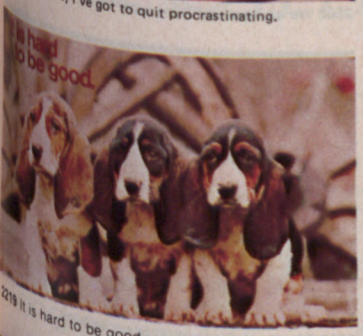
**2870** You see things as they are and ask "Why?" But I dream things that never were and ask "Why?"

**2537** Tomorrow, I've got to quit procrastinating.

**2537** Love understands and therefore waits.

**2595** The smallest good deed is better than the grandest good intention.

**2584** Sometimes you have to go o on a limb.




**2219** It is hard to be good.

**2840** Iknow what my problem is. What's yours?

**2570** To a friend's house the road is never long.

**2523** If your heart is full of love, you always have something to give.

**2344** I wake up slow.

**2407** **Happiness is found along the way, not at the end of the road.**

**2390** **The greatest thing in life is to be needed.**

**660** They can because they think they can.

**2208** Complaint Form. Please write your complaint in the square below. Write legibly.

**2856** Happiness is like a kiss. It feel best when you give it to someone else.

**2709** Hard work never hurt anybody, but I'm not taking any chances.

**2438** **Hold to a true friend with both your hands.**

**2607** Don't fuss! Just treat me like any other great person

**2572** I am not afraid of tomorrow for I have seen yesterday and I love today.

**2081** It is not how much we have, but how much we enjoy, that makes happiness.

**2367** The more I study, the more I know. The more I know, the more I forget. The more I forget, the less I know. So why study?

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| ___ | 2187 | We're all in |
| ___ | 2203 | You're |
| ___ | 2208 | Complaint |
| ___ | 2219 | It is hard to |
| ___ | 2280 | See, I make |
| ___ | 2319 | When you |
| ___ | 2344 | I wake up |
| ___ | 2353 | Do not pray |
| ___ | 2367 | The more I |
| ___ | 2393 | Things are |
| ___ | 2399 | To know me |
| ___ | 2407 | Happiness is |
| ___ | 2408 | Take life one |
| ___ | 2417 | Love is like |
| ___ | 2432 | It's nice to |
| ___ | 2438 | Hold to a true |
| ___ | 2439 | Everybody |
| ___ | 2448 | Nothing |
| ___ | 2456 | If you want a |
| ___ | 2469 | You have |
| ___ | 2479 | I always see |
| ___ | 2492 | I am wanting |
| ___ | 2503 | We all have |
| ___ | 2504 | I am easy to |
| ___ | 2523 | If your heart |
| ___ | 2537 | Love |
| ___ | 2549 | A friend is |
| ___ | 2570 | To a friend's |
| ___ | 2572 | I am not |
| ___ | 2584 | Sometimes |
| ___ | 2589 | Thank you |
| ___ | 2590 | The greatest |
| ___ | 2595 | The smallest |
| ___ | 2607 | Don't fuss! |
| ___ | 2617 | Learn to eat |
| ___ | 2628 | It's hard to |
| ___ | 2630 | Some people |
| ___ | 2675 | Those with |
| ___ | 2709 | Hard work |
| ___ | 2748 | A house is |
| ___ | 2757 | I have tried |
| ___ | 2760 | Do you ever |
| ___ | 2779 | If you love |
| ___ | 2783 | Be good to |
| ___ | 2830 | I don't need |
| ___ | 2832 | We all make |
| ___ | 2836 | I'm so far |
| ___ | 2837 | I gotta be me. |
| ___ | 2840 | I know what |
| ___ | 2856 | Happiness is |
| ___ | 2858 | Now that |
| ___ | 2860 | May each |
| ___ | 2865 | We all need a |
| ___ | 2866 | If you love |
| ___ | 2867 | Tomorrow, |
| ___ | 2868 | When I feel |
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| ___ | 2870 | You see |
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**2757** I have tried so hard to become what I ought to be that I forgot what I am.

**2503** We all have our hang-ups.

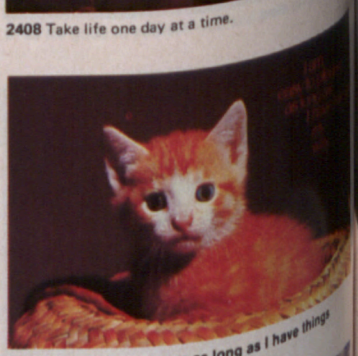
**760** If you do not understand my silence, you will not understand my words.

**2439 Everybody has a right to my opinion.**

**2432** It's nice to be liked just the way you are.

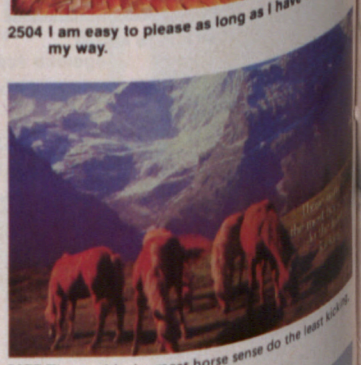
**2408** Take life one day at a time.

**2393** Things are always at their best in their beginning.



**2504 I am easy to please as long as I have things my way.**

**2868** Whenever I feel like studying I lie down until the feeling goes away.



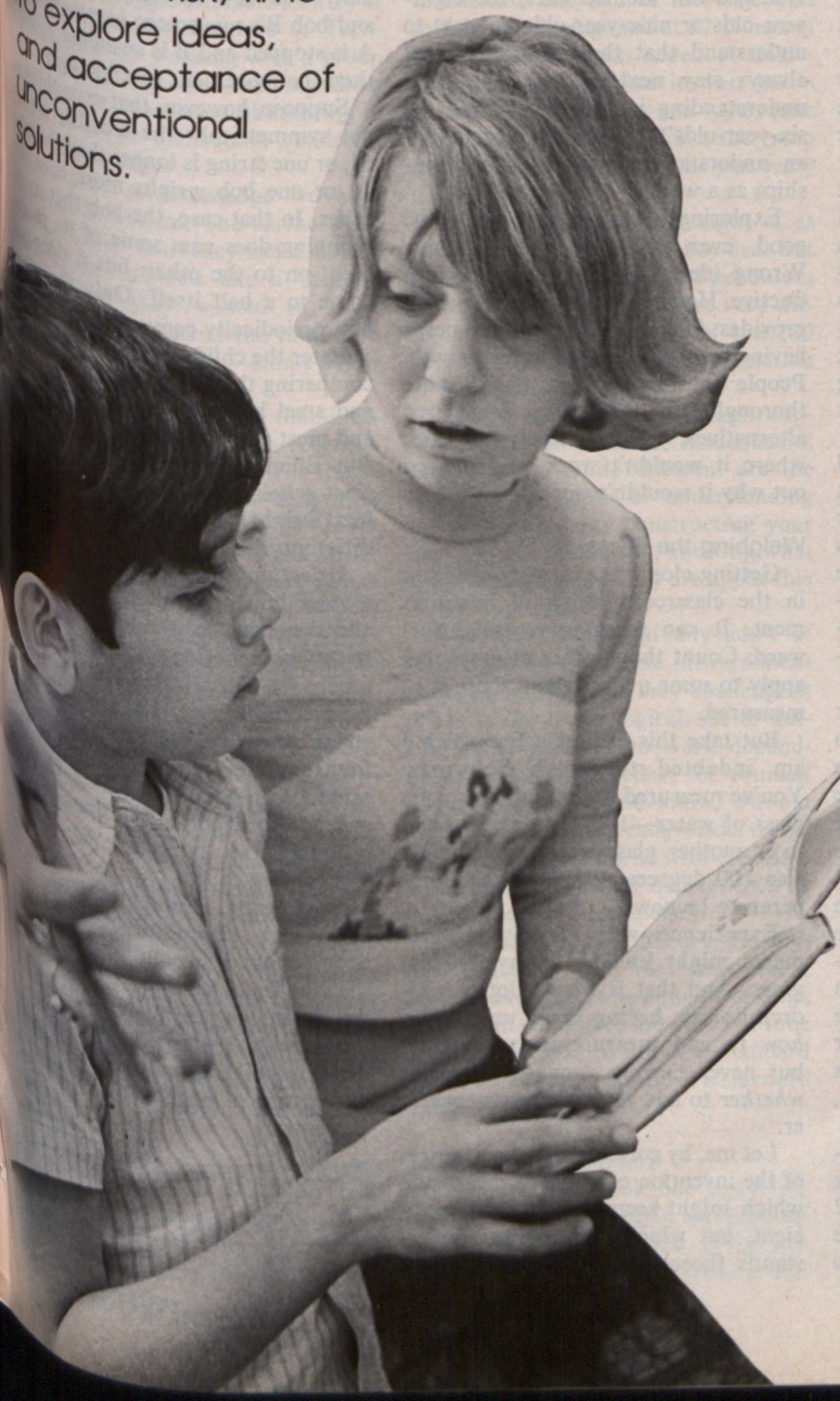
**2675** Those with the most horse sense do the least kicking.

**2858** Now that we're organized, what do we do?

**2760** Do you ever feel like you've been left out in the cold?

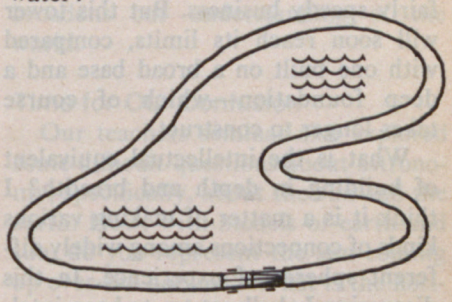
# LEARNING WITH BREADTH AND DEPTH

"I needed time for my confusion." Here is a framework for encouraging children to bring to bear all they know: low risk, time to explore ideas, and acceptance of unconventional solutions.



I would like to explore with you some concerns about breadth and depth in children's learning—and in our own.

As a starter, let us consider a problem that has been set before a group of six- to nine-year-old children. Our experiment involves a model of an odd-shaped lake like the one pictured here, with a road around it and on the road a car with one red side and one blue side. Let's say the blue side is next to the water. The question is, After the car drives around one or more of the curves, which color will be beside the water?



Six-year-olds, after one or two mistaken predictions, usually come to be quite sure that it will always be the blue. Eight-year-olds, on the other hand, often continue to predict that the red side will at some point be next to the water, no matter how often they see that the side next to the water turns out to be blue. Why this apparent regression?

Before we try to answer this question, a bit of background may be in order.

Jean Piaget, the Swiss psychologist, once studied the way his children came to realize that an object has its own continuing existence and location when out of their reach and their sight. He concluded that they were between a year and 18 months old before they arrived at this realization.

Piaget was very pleased later on when Howard Gruber reported to him about some analogous work Gruber had done with kittens. The kittens

**By ELEANOR DUCKWORTH**
*Visiting Lecturer, Division for Study and Research in Education, Massachusetts Institute of Technology, Boston.*

completed the same steps as the children, but in six weeks.

Gruber's study delights Piaget, who points out that you can scarcely say that kittens are better off for having cut a year or so off the time: They don't get much further. For Piaget, the question is not how fast but how far you go.

How could it be that going fast does not mean going far? Think of the construction of a tower—a very appropriate metaphor, since Piaget thinks of the development of intelligence as continual construction. Building a tower with one brick on top of another is a fairly speedy business. But this tower will soon reach its limits, compared with one built on a broad base and a deep foundation—which of course takes longer to construct.

What is the intellectual equivalent of building in depth and breadth? I think it is a matter of making various kinds of connections among widely different spheres of experience. In this discussion I shall not try to keep intellectual depth and breadth separate, but shall instead try to show how learning with depth and breadth is a different matter from learning with speed.

If children spend time exploring all the possibilities of a given notion, it may mean that they hold onto it longer and move on to the next stage less quickly; but by the time they do move on, they will have a far better foundation. The idea will serve them far better, will stand up in the face of surprises.

Now, to return to our lake-and-car experiment. One might be tempted to think that the six-year-olds know more than the eight-year-olds. But I believe it is the greater breadth and depth of the eight-year-olds' insight that lead to their perplexity.

Eight-year-olds are often just at the point of organizing space into some interrelated whole: Your left is opposite my right; something that you can see from your point of view may be hidden from my point of view; if a car is in front of me facing right, I see its right side, and if it turns 180 degrees, I'll see its left side.

With all these shifting, relative relationships, what is it about the lake that makes *that* relationship an absolute? No matter how many curves in the road, the same side is always next to the water. If a car turns 180 degrees, I see its other side; well, how is it that the *same* side stays next to the water? What is it that stays the same and what is it that changes, after all?

The six-year-olds, you see, who have no idea of the systematic changes involved in some spatial relationships, have no difficulty seeing the constant in the lake problem. It is because the eight-year-olds are trying to interrelate the car and the lake in terms of their knowledge about spatial relationships that they do not have the right answer. When, a few months later, the eight-year-olds or nine-year-olds do start to understand that the same side must always stay next to the lake, their understanding is far deeper than the six-year-olds'. It is set in the context of an understanding of spatial relationships as a whole.

Exploring ideas can only be to the good, even if doing so takes time. Wrong ideas, moreover, can be productive. Having a corrected wrong idea provides far more depth than never having had a wrong idea to begin with. People master an idea much more thoroughly if they have considered alternatives, tried to apply the idea where it wouldn't work, and figured out why it wouldn't work.

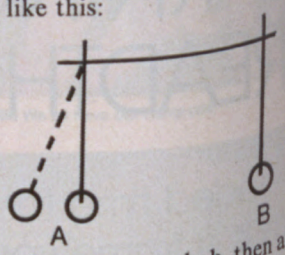
## Weighing the Facts

Getting closer to everyday concerns in the classroom, think of measurement. It can seem very straightforward: Count the number of units that apply to some quantity and there it is, measured.

But take this example, for which I am indebted to Judah Schwartz: You've measured the temperature of a glass of water—100 degrees; you add to it another glass of water, which is also 100 degrees. What will the temperature be now?

Experience with other measurements might lead us to say 200 degrees. And that is what a lot of children do say, having easily understood *how* to add measurements together, but never having wondered *when* or *whether* to add measurements together.

Let me, by contrast, give an example of the invention of a way of measuring which might seem tedious and inefficient, but which the inventor understands thoroughly. In a class of 10-year-olds studying pendulums, children had explored coupled pendulums, set up like this:



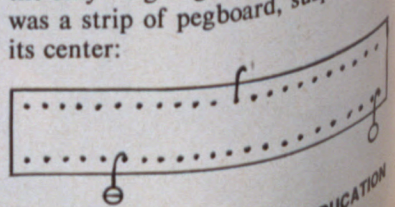

When you start one bob, then after a few swings, if everything is symmetrical, the other bob starts to move. Gradually bob A's movement diminishes and bob B's movement increases, until A is stopped and B is swinging widely; then the movement reverses again.

Suppose, however, that everything is not symmetrical—the crossbar is tilted, or one string is longer than the other, or one bob weighs more than the other. In that case, the bob that starts swinging does pass some of its movement on to the other; but it does not come to a halt itself. Only the other bob periodically comes to a halt.

Later the children were interested in comparing the weights of wooden bobs and steel bobs. Scales were available, and most of the children went to them. But Elliott, who happened to be the least scholarly (but obviously not the least bright) child in the class, had a different idea.

He set up a coupled pendulum, hung a steel bob on one string, and then added wooden bobs to the other, trying the coupled motion each time he added a bob. At four wooden bobs, the halts were alternating symmetrically from string to string, so Elliott knew the four on one string must weigh the same as the one on the other. His was an astonishingly intuitive grasp of what it means to compare weights of things.

In contrast, junior high school students in a pendulum class had just been taught the equilibrium formula that applies to balances: Distance times weight on one side must equal distance times weight on the other. In this class, the only weighing mechanism available was a strip of pegboard, suspended at its center:



To weigh the bobs, these students hung a wooden bob on one end and a steel bob part way in from the other end so as to make the pegboard horizontal. Then they announced, "There, they weigh the same. We learned that just last week; they weigh the same." It seems clear that that formula had been hastily taught and remained quite unexplored.

### Adults Think About Measurement

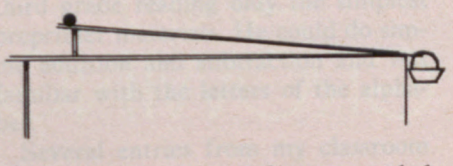
Another example of measurement comes from work with Jeanne Bamberger and Maggie Lampert Cawley at the Massachusetts Institute of Technology. We are working with a group of Cambridge teachers, helping them examine their own ways of knowing in order to better understand children's ways of knowing.

One kind of knowledge we have explored is musical. The teachers put notes together until they had a combination that sounded like a tune to them. Then they wanted to know whether the sections of the tune were the same length. They didn't know how to think about that.

This led us into inventing time-measuring machines. We took a recorded tune as the standard event. The teachers were to construct time-measuring machines (without using watches or clocks) to tell whether some other piece of music, which we were subsequently going to play, was as long as that first piece or longer or shorter.

They all made what we call single-purpose time-measuring machines. That is, they did not set out to find some unit that would be repeated a number of times, but instead tried to make something that measured just the length of the standard piece: water dripping out of a cup until the water that was left came down to a line that indicated the end of the piece, or a candle burning down just to the end of the piece.

One team made a ramp of two pieces of metal, each about four feet long, and rolled a ball down it. To their dismay, the ball rolled off before the music stopped. They changed the slope; the ball still rolled off. They made a pathway on the floor at the end out of tongue depressors so that the ball could keep rolling along the floor, but now the ball stopped before the end of the piece. They finally moved the ramp up onto a long table, set it up with barely any slope at all, and arranged it so the ball could drop off at the end.



Then they took a pan from a pan balance and suspended it at the end of the ramp so the ball would fall into it. As the recorded tune started, the ball started rolling slowly down the ramp. It fell into the pan at the end, thus setting it swinging, and at 32 swings of the pan the tune was ended. A single-purpose time machine it was, but a perfectly dependable one—the tune took a roll of the ball down the ramp followed by 32 swings of the pan every time.

These stories can be thought of as comic relief. In a sense, they are. But the comedies of the coupled pendulum and the ball on the ramp are very different from the comedies of the 200 degree water and the misinterpretation of the pegboard balance.

How to measure can be taught rapidly; but when it is, the inadequacies are stunning. Quite different are the breadth and depth of understanding involved in messily constructing your own ways of measuring, knowing what they mean and how they are applicable or not applicable.

You may think that any adult of course knows what time measurement is about and that the only challenge it offers is the technological one of getting some machine to work dependably. I ask you to reflect for yourself about how you would know, without having some other ready-made timer, whether a candle burns with the same speed during the first quarter-inch as during the last quarter-inch.

How, back there in history, did anyone conclude that the same event always takes the same amount of time, and so can be used to measure the time of other events? Without a standard unit, how did they establish a standard unit?

### Slowing Down Closure

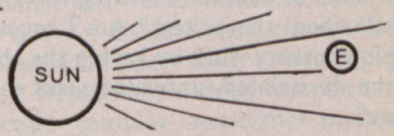
For teachers, I think, one major role is to undo students' rapid assumptions of understanding, to slow down closure, in the interests of breadth and depth, which attach our knowledge to the world in which we are called upon to use it. There may, for some given situation, be one right answer, even one that is quite easily reached. But I think a teacher's job is to raise questions about even such a simple right answer.

One right answer unconnected to other answers, unexplored, not pushed to its limits, necessarily means a less adequate grasp of our experience. Every time we push an idea to its limits, we find out how it relates to areas that might have seemed to have nothing to do with it. That search deepens and broadens our understanding of the world.

### Time for Our Confusion

Our teachers seminar also explored some difficult questions about astronomy, specifically, about the sun and the earth. How, with models of earth and sun, do you represent the sun coming up over the horizon? What is the horizon, and how big is it? If the sun is on the horizon for you, where is it for everybody else? If the sun is straight overhead at noon (and is it?), is it straight underfoot at midnight? If the sun's rays go *past* the earth, can we see them? Does that mean that the part of the earth that is in darkness is smaller than the part that is in light?

One of our teachers drew on the blackboard this picture of the earth in the midst of the sun's rays and was trying to articulate her thoughts about it.




Another member of the group asked her, Was she saying half the earth is in darkness at all times? Does the earth get suddenly black at a dividing line, or is there a gray strip?

The one who was trying to articulate her thoughts got angry and gave up the attempt. She said later that she knew questions were necessary at some point, but she had not been ready to be more precise. She had been struggling to make sense of a morass of observations and models; some idea had just been starting to take shape; and, she said, "I needed time for my confusion."

(continued on page 104)

# REFLECTING AND GROWING

After four years of teaching (grades three, five, and six) in rural North Dakota, I enrolled as a full-time student in a doctoral program.

Looking back, I felt that my classroom experiences in North Dakota had, on the whole, been successful. I had familiarized myself with a wide range of curriculum materials and resources. I had used classroom space in innovative ways; I had continually stressed responsible student choices of activities; and I had used organizational patterns that emphasized individual and small-group work in an effort to personalize the educational experiences of each child.

## Endless Questions

But, during those four years, I had raised more questions than I had had the time or conceptual background to deal with.

I was puzzled about how children really learn: What experiences are truly educative?

I was concerned about the lack of depth in much of the work: Why does so much of children's writing reveal so little about the writers? Am I encouraging cursory work by having the children do isolated, unrelated tasks each day?

I wondered more and more about my own role as a teacher: Is my emphasis on process valid? What kinds of teacher interventions extend children's thinking?

I had questions about the skill areas: What skills really make a difference in children's reading competence? How can I interpret their spelling progress? How can I examine their writing?

My questions were endless. After four years in the classroom, I was certainly ready to think over what I was doing as a teacher.

## Acquiring a New Language

Early in my doctoral program, a professor stated, "Without good theory, practice can go only so far."

I asked, "Did my growth as a teacher slow down because I lacked the theory necessary to look in fresh ways at my practice?"

This question has continued to guide much of my thinking as a graduate student and as a teaching associate. The doctoral program gave me a balanced combination of some new theoretical constructs for looking at my own teaching and others for understanding teaching in a larger context. Demands that I relate theory to practice also arose as the undergraduates I worked with as a teaching associate pondered their own emerging sense of teaching.

I was immersed in new theories, and each theoretical realm seemed to illuminate some aspect of my practice in a different way. I dealt with some of my previous questions, although I was raising new ones all the time.

After two years of taking courses, writing papers and exams, teaching methods courses and seminars, and supervising student teachers, I began to think and talk in different terms about teaching, children's learning, and curriculum purposes. Whereas my theory had once lagged behind my practice, I found it was time to reverse the professor's statement: "Without good practice, theory can go only so far."

## Two Questions

Two questions came to mind as I contemplated a year's return to the elementary classroom: In what ways will the recently acquired theory inform my practice as a classroom teacher? How will my practice in turn reshape the theoretical orientation I am bringing?

In the fall of 1978 I began teaching 30 third and fourth graders in a Columbus, Ohio, elementary school. The school operated both as a neighborhood school and as the informal-style alternative school for children throughout the city whose parents elected to have them bused on the Columbus Plan. The Plan provided for some voluntary desegregation and permitted parents some choice about the kind of school program they preferred for their children.

The school year proved rich with new experience and new insights about

By STEVEN R. DeLAPP
*Doctoral Student, Ohio State University, Columbus; Former Elementary School Teacher.*

"I was puzzled about how children really learn." In this refreshingly candid self-appraisal, a teacher describes how classroom practice can reshape theory.

myself and children. It also brought, along with some notable successes, more frustrations than I had previously encountered.

At times I questioned whether theory and practice could inform each other at all. Practice was always so messy, so ambiguous; theory, although often complex, was so much neater and more straightforward. When they didn't connect, was the problem inadequate theory, or was it poor practice on my part as a teacher? I struggled for a major part of the year, going around and around, with these issues.

## Teaching Dilemmas

In order to sort out what was happening in the classroom, I began to think in terms of *teaching dilemmas*: situations in which my behavior and my beliefs were at odds.

Eventually I sensed that this concept was too static. I began to examine the gaps between my best enduring purposes (theory) and the actual classroom situation at any given moment.

Let me illustrate this understanding with a specific example.

Research and theory in sociolinguistics have recently provided major insights into how children use language and into the kind of ambience (school or home) that encourages them to use language. The work of William Labov with Black children (outlined in his book, *Language in the Inner City: Studies in the Black English Vernacular*) suggests that supposedly nonverbal children may, in fact, be highly verbal when the environment that surrounds them is comfortably supportive.

Labov notes that children are occasionally labeled nonverbal or slow learners as a result of oral language assessments administered in unfamiliar or threatening environments. Some children do not respond in such settings. The prescription for children who have been labeled in this manner is often piecemeal remediation that isolates language even further from any meaningful use for them.

## The Story of Robert

My interaction over the course of the year with Robert, a Black eight-year-old third grader, illustrates some of the tension I experienced in relating this aspect of sociolinguistic theory to my practice as a teacher.

Robert was new to our school. He had repeated first grade. He entered third grade reading only the simplest preprimer materials. He could do simple addition and subtraction and was familiar with the letters of the alphabet.

Several entries from my classroom journal describe my early impressions of Robert's response to the classroom:

*9-16.* Robert sat on the edge of most classroom activities today. I found it difficult to get him involved, but he *did* attempt the computation problems.

*9-21.* Robert wouldn't participate in the math group, then he slouched around during silent reading. I wonder what triggered that?

*10-11.* Robert's behavior has been fluctuating greatly. He often copies the attitude of his classmate James and won't show interest in the activity at hand. He can be especially difficult during our silent-reading time. He rarely gets a book right away, although last week he did find two books during our library visit. I have removed him from the room on several occasions when he bothered other people. He doesn't seem to like that.

Robert rarely spoke in the classroom. Although during certain activity periods, he talked with peers, he usually said little or nothing to me. On some occasions he was simply uncooperative.

I received a powerful message about Robert from my sparrings with sociolinguistic theory: Don't be quick to label him language-deficient. Think carefully about the kind of situation that would encourage him to become involved with the world around him.

This combination of situation and theory presented for me what could become an agonizing dilemma. How could I match my purposes in teaching with 30 real and different children? For some of those children, the classroom environment I had established was working.

Time and experience helped me. As my experience with Robert broadened during the year, I was able to see the kinds of settings where he would respond. By early winter I saw that any situation Robert considered instructional in the obvious sense would cause him to withdraw. On the other hand, field trips, making things in the classroom (e.g., building model log cabins, cooking, drawing, and painting), and informal situations like recess and class picnics often encouraged Robert to make an interested and thoughtful verbal response. Again, entries from my journal reveal some of these patterns:

*10-30.* Robert dictated a recipe to me after the applesauce cooking group and has been willing to recopy the whole thing in his own handwriting. He also has done careful work on his papier-mâché project.

*12-8.* Robert did a painting of a tank that showed some care and thought. He told me his dad was in the army.

Robert's growth was not consistent or earth-shattering, although he demonstrated social and academic development. He had ups and downs throughout the year, and too often I was unable to interest him in the activities of the class. Constant teaching dilemmas surrounded me: How much can I push for or invite a response (written, oral, or visual) before I risk losing all contact with Robert? What special attention does he need that I am unable to provide? Are my own classroom tasks clearly defined for him? Can some that have appeared clear to me have been ambiguous to him?

## Conclusion

In this era of mistrust and skepticism about public schools, the possibility that someone will misinterpret a teacher's best intentions is greater than ever. But teaching during this past year reminded me again and again of the vital importance of recognizing the many dilemmas that characterize a teacher's work. Many teachers are confronted with these dilemmas, it seems to me, not because they are confused about what they want to accomplish but because children respond in unique, complex, sometimes mysterious and often insightfully fresh ways.

Robert's involvement in the classroom did not always make me look good as his teacher, nor would he have performed well on standardized tests. But through varied classroom experiences, full of progress and retreat, he was able to respond to, shape, and expand his own world.

The work of a teacher struggling to understand a specific child's response, in the midst of a classroom of other children, must be viewed as the work of practice vitally reshaping our best theory. It is an intellectual task of enormous complexity and importance. □

# LLUMINATING CHILDREN'S GROWTH – the Long and the Short of It

*ow can schools develop standards of quality in learning at take into account process and ntext, as well as end products? How can we best observe and cord growth?*

n 1965, we started the Prospect hool of North Bennington, Verpnt, with a spirit of inquiry. We visioned and created a demonation school for the state of Verpnt based on the idea that chilen are active learners, thinkers, d social beings. We also committd ourselves to educate children m many backgrounds and to rd the children as persons, not as oblems.

On the first day school opened, started to study our process. We cided to use a descriptive apoach to observing children and eping records about them, avoidg such labels as *hyperactive, rerded,* and *deprived.*

We wanted each class to have ildren with a broad range of talts and interests. We began with e teacher and one *family* or *vertil* group of 25 five- and six-yeards. Now, within that basic type of grouping, we vary the age grouping to accommodate individuals and to meet the changing needs of older children. The present population consists of about 100 children aged four-and-a-half to 13, from widely varied economic backgrounds. We have a lower school with three groups, aged four-and-a-half to six, six to eight, and eight to 10, and a middle school with two groups, aged 10 to 12 and 11 to 13.

**PATRICIA F. CARINI**
*rector, Prospect Center for Education d Research, North Bennington, rmont.*

## The Middle School Curriculum

A teacher describes the kind of curriculum that has evolved for the older children:

It is very important and effective to emphasize artistic technique for this age-group. They love it. I think it gives them an important structure and sense of security to know there's a body of information they can draw on in creating a piece of art. Once I introduce a technique, it really takes hold. So far this year, I've introduced several.

The students were intrigued with line drawing—they produced many variations. We also cut paper to make reliefs, made collages out of tissue, used oil crayons—tried many other techniques.

In reading, I find the children like quiet reading. I have a lot of very serious readers. Susan Cooper (author of the Dark Is Rising series) is a big hit this year.

The major curricular theme I began with in the fall was the four basic ele-

On the premise that the more you watch, the more you enlarge your perspective for seeing, Patricia F. Carini and her colleagues have developed a multifaceted approach to documenting children's growth.

ments: air, water, fire, and earth. I introduced the idea of an element by asking the kids to list the elements in complicated illustrations, mostly in scenes from nature.

We proceeded with a discussion of water: Where is it found? What are its uses? That led to the water cycle, which really fascinated them.

They were amazed when they realized that the water we use is composed of the same molecules as that used by Alexander the Great. That's *old* water! Following a lot of discussion, they grasped the principle of conservation involved.

When we began to discuss the major bodies of water, I discovered the students had very little information on geography, so we're stressing that.

Bodies of water got us going on maps. We are constructing a world map, continent by continent. I drew a large map that fits our long table, and each person is researching a location. Topics that have interested them include longitude and latitude, which they use as a guide to locate things; the roundness of the world; the speed of rotation of the earth on its axis. Next Monday we are going to add the principal mountains of the world to the map.

We are doing scale-drawing, too, and I plan to use the length of the room to give them an idea of a real distance and then work in proportion.

Continuing with the water theme, we have also started work on history. I read the *Odyssey* aloud—the students loved it—and we looked at ancient cultures generally. We have discussed the difference between a tribe and a civilization; what a culture needs; and language—drawing, symbols, and written language. The kids have created their own symbol systems. We will continue with the related idea of water, travel, and communication, especially in the Mediterranean.

The kids have already brought up and discussed the ethics of the controversy about the Panama Canal. It seems so clear-cut to them: "It's theirs because it's on their land." What absolutists!

I also plan to discuss Egypt. I want to develop the idea of shape and energy as that is illustrated in the pyramid form.

What I am working for with this group is careful use of materials, planning, and thoroughness. They are a group interested in ideas, and they feel a real need for quality in their work.

The confidence, evident in this description that children can be the source of a comprehensive school curriculum is eloquently summarized in Friedrich Froebel's *The Education of Man*:

> The purpose of teaching and instruction is to bring ever more out of man rather than to put more into him; for that which can get into man we already know and possess as the property of mankind. On the other hand, what yet is to come out of mankind, what human nature is yet to develop, that we do not yet know. . . .
>
> [And therefore it is the school's obligation] to render the scholar fully conscious of the nature and inner life of things and of himself, to teach him to know the inner relations of things to one another, to the human being, to the scholar, and to the living source and conscious unity of all things.

## The Examination of Practice

A five-person research and archives staff designs the record keeping, research and documentation, and collection of longitudinal data for the school. Teachers gather observational data as the basis for an evolving curriculum and further personal learning about children. We can summarize the basic forms of these data as follows:

- Individual daily activity and academic records on each child
- Collections of children's work—these are very important because they directly state the child's perspective as no external measure, such as a test, can do
- Weekly observational records which address physical presence and gesture, social relationships, emotional tenor, interests and involvements, and academic activity
- Twice yearly or quarterly curriculum records, based on ancillary staff members' interviews with teachers
- Twice yearly or quarterly records of friendship and work patterns among children
- Floor plans and records of changes in room arrangements
- Descriptions of provisioning, activities, children's choices in the classroom: twice yearly observations by ancillary staff members or the principal
- Occasional observations of children by ancillary staff
- Additional interviews of teachers or children in support of particular studies.

One way teachers reflect on the records they assemble is our staff review of children, which is unusual in its frequency and the depth this allows us to achieve. The children selected need not be the subject of serious concern—a question may have arisen about some aspect of their learning or relationship to other children.

We use certain organizational procedures to make this reflection go smoothly. Each week one person chairs the review; someone else takes notes; and the child's current teacher makes the main presentation.

Sometimes parents are involved, though usually on a limited basis. Previous teachers of the child may add information about the child's history. The discussions that follow may call for further information from the current teacher. The chairperson integrates the information, summarizes the child's personal history and the teachers' presentations, asks for recommendations for the support and extension of the child's work in the classroom, and sets the stage for follow-up.

The group makes specific recommendations on ways to build from the child's strengths and to make the learning environment more responsive to his or her needs (and by implication

to those of other children). Sometimes examining the accumulated work of a child in a medium such as writing, painting, or block-play helps staff members reflect on the patterns of continuity and transformation in the child, in the curriculum, or in the setting.

Staff reviews are usually held after school, from 3:30 to 5 p.m.; we make rigorous efforts to stop on time so people won't feel imposed upon. Because confidentiality is important, the only family information shared is what goes on general school records or what a parent may have offered in a conference.

Over a 15-year period we have accrued a rich collection of descriptive data and of children's artwork, writing, and construction projects. These have yielded us a greatly deepened understanding of children and many insights into their varying approaches to learning. At the present time, we are making comprehensive longitudinal studies of several children, covering six to eight years of their school lives. We also have longitudinal studies of the child as reader and the child as observer as well as detailed studies of children's involvement with such media as clay or paint. Moreover, other teachers and researchers have been using our collected work to augment their own research. They have also used the documenting processes and methodologies we have developed for integrating large amounts of qualitative, descriptive data.

## A Sample Record

To show how studies over time can help inform teaching practice, we would like to share an example of our reading records.

Bear in mind that these samples from the reading history of one child, Sean, represent only a very small selection from comprehensive records of his involvement in the full range of activities offered in his classroom.

At a time when many children are written off as readers if they are not at "grade level" by the beginning of third grade, we find thought-provoking Sean's relatively slow entry into reading and his later deep involvement with reading and writing.

*Ages four years, eight months, to five years, five months:* Sean loves being held and read to; on some days he would be happy to hear stories all morning. He is very absorbed in the stories and can retell with many details stories he has heard only once.

*Ages five years, eight months, to six years, five months:* Sean has increased the amount of his own writing and is beginning to understand letters and sounds. He knows almost all his letters and is working with me on word-attack games. He has read four of the Lady Bird primers and is showing signs of independence in his spelling. His dictated stories remain complex and exciting and indicate that he is aware of himself as a writer. He is also beginning to make little jokes in his drawings.

*Ages six years, eight months, to seven years, five months:* Sean enjoys reading aloud. He sometimes becomes nervous when he does not know a word but is becoming increasingly willing to sound words out. He needs practice now, more than anything else.

*Ages seven years, eight months, to eight*

Wherever you teach, there's no substitute for getting to know your pupils.

## What Teachers Say

*Comments from workshops of The Prospect Center for Education and Research:*

"The process allows you to focus on individual children in a way that makes you conscious of *all* the children you teach."

"I have found a lot of side issues of importance to me as a teacher. Techniques of documenting, describing children's work, reflecting can help you know children so much better."

"It is so rare for us as teachers to get a chance to share what we do. Children are trying to make sense of the world, and we are trying to make sense of the world. As classroom teachers we can have an 'explosion of the mind' [from the review process]. We can see that what we do is important."

"It's nice that I can be an ordinary person with an ordinary brain and learn to do better what I am doing."

"The person is there in his full integrity. It takes a lot of seeing. You can hold on to things, think about it a while, and then you can see more and more."

*years, five months:* I heard Sean read *Put Me in the Zoo.* He worked *very* hard. Seemed to have good word attack. Patiently helped me start a list of hard words.

I heard him read from *Stop That Ball.* He has very good word attack. Does not discourage easily and can read with expression—but tires quickly.

Sean is very proud of his reading. I hear him read several times a week, and he is much less nervous, although he still sometimes takes wild guesses at words he does not know. Lately we have been reading in the Little Bear series, which he is enjoying. He also likes to look through books about whales, the sea, reptiles, and frogs.

Sean has been drawing a lot, after a period of difficulty in thinking of things he wanted to draw. He has also begun writing his own stories to his pictures and is feeling very good about this.

*Ages eight years, eight months, to nine years, five months:* Sean is working hard academically, especially on reading. Tension in this area is much reduced. He picked his own reader—*Frog and Toad Together* (an "I Can Read" book). He also looks at a lot of other books, often in company with other kids—especially Hal. His social relationships are especially positive around books.

Mostly Sean likes stories and is not quite so engaged with information books. When looking at books, he definitely tries to read them.

*Frog and Toad* is a good level for Sean—he can read it pretty easily and he most definitely gets the point and the humor.

His basic approach to decoding is phonetic, and he has those skills well in hand. His analysis of words is strong—both visually and aurally—and goes along with the analytic ability that makes him good at puzzles. I have offered context and linguistic supports for decoding, but mostly he continues to check by sound.

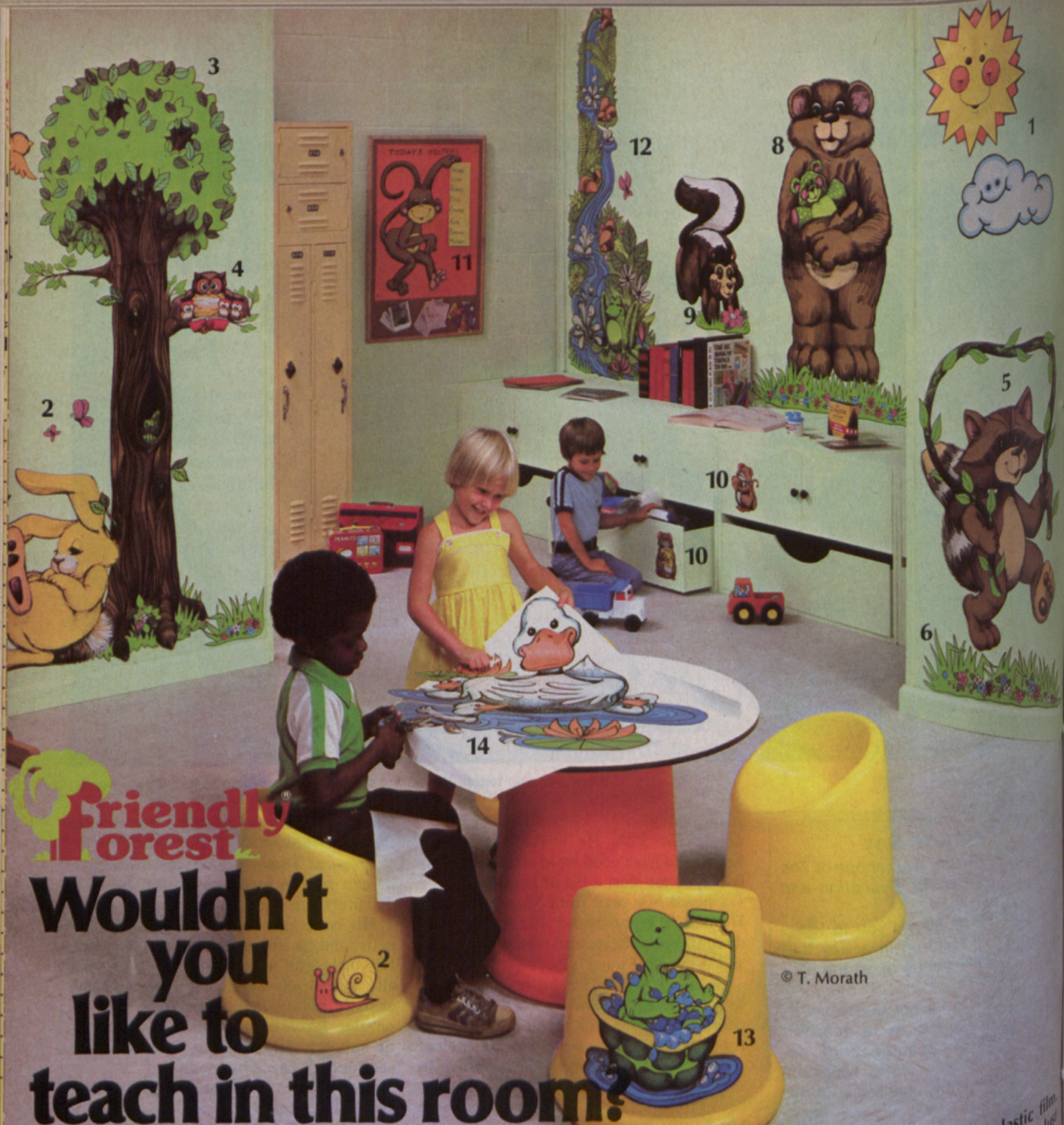
Sean can write without a visual stimulus, and he has a sense of form.

I only hear him read two or three times a week. I'd like to hear him more—but others have greater demand on me.

He uses two or three basic decoding skills: context guesses, which he is good at; phonics, which are usually strong and excellent—really powerful; and to a lesser degree, word families. He was strong at those when young, and I mean to work on them with him.

But I can't tell you how strong the phonics are, especially for someone with such form/shape strengths. There's a real ability to sequence here—not like Stewart, who also has such a strong sense of form. Stewart's is all "wholes," and Sean likes to take things apart and inquire into parts.

I'm wondering how close he is to being a

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library reader, a really independent reader. I think he's close. He's more intent with the reading, almost facile. He's not reading so much to Hal. Sean does like the shared participation with books. He really enjoys that first thing in the morning—not like Simon, who just grabs his mystery or whatever and reads on.

With spelling, he's very willing to go back and correct mistakes. But it made him mad when I asked him to make a "fair" copy in order to preserve the original spelling; I wanted it because his spelling errors are interesting.

He went over the line—he's a reader now! I was there when it happened. In September, when he started with *Frog and Toad*, I heard him two or three times a week. It took him nine weeks to finish. *Rooftop Mystery* took five weeks (another "I Can Read" book), and he *liked* the humor. *Amelia Bedelia* took one week.

Then I gave him a second grade reader, *Sky Blue*, and it was easy for him. He read six stories and enjoyed them. I dropped hearing him to once a week since he didn't need the practice. He moved to a third reader, *Doorways to Adventure*, and that was also easy.

Since February 9, he has been an independent reader. He brought me *Trolls* and asked me to read it. I told him he could read it, and he was surprised. He came back later and said, "I can read this." By the end of the week, he had read another book and commented again, "I can read this." He's been reading all fall, but to my surprise, he hadn't realized it.

Then he went to Group 3 (ages nine to 11) and picked a sixth grade book and read three stories. Very intent. I haven't checked with him to see how well he grasped the meaning. But if he can read that, he's jumped three or four grade levels since fall by the cultural standard. . . .

*Ages 10 years, eight months, to 11 years, five months:* Sean has been reading with great pleasure the Cricket in Times Square series. He also continues to relish the group storytime.

*Age 11 years, four months:* Sean's writing has gotten much longer and more complex.

This illustration skims the surface of what can be learned by continuing to collect and record children's work in the classroom. It raises, rather than answers, such questions as, How can each child's particular mode of learning best be facilitated? How does a mode of learning in one area relate to that in others?

Teachers from many other schools have attended workshops at The Prospect School and have adapted some of our techniques.

After one such workshop, a teacher commented:

Our ideas about research have changed a good bit. So much research is too removed from the practitioner.

We feel that every person is a researcher. We observe all the time, collect data. Our work with the reflective process has helped us to listen better, see better. As teachers we have the responsibility to make the child visible to himself and to others. Teaching and research are parts of a continuous process. □

## The Prospect School

Prompted by the review of our work of the past 15 years and the growth of our research and adult education programs, we reorganized The Prospect School during the spring of 1979 and redesignated it The Prospect Archive and Center for Education and Research. The components of the institution are now The Prospect School, The Prospect Archive, The Institute for the Study of Meaning, and Prospect Papers. We have formed a national membership and elected a nationally representative board to govern the institution.

# Meet Chris Rogers

*"Often it seems to affect the healthy, good-looking, stoical, and hard-working . . . people who put up with things better than one thinks one would oneself," says W. Bryan Matthews, author of* Multiple Sclerosis: The Facts. *The* it, *of course, refers to multiple sclerosis, a neurological disease characterized by speech disturbances, muscular incoordination, weakness, and involuntary oscillation of the eyeball. Some who suffer from the disease become incapacitated.*

*Its symptoms are rare in children. Their frequency of onset increases in the late teen years and reaches a peak in the early thirties. In rare instances, people in their sixties have experienced the onset of the disease. Women are more frequently affected than men; the ratio is 3 to 2.*

*About 500,000 people in the United States suffer from multiple sclerosis or other neurological and related disorders. One is Chris Rogers, who teaches first-second grade from a motorized wheelchair at Northwest Elementary School in Storrs, Connecticut, a middle-class university town.*

*Last school year, Elizabeth E. Yeary, assistant editor of* Today's Education, *interviewed Mrs. Rogers, an indomitable woman who seems to fit Matthews' description of the typical victim of multiple sclerosis. They talked about her teaching and her disease and how they affect one another.*

**Do the children ask why you're in a wheelchair?**

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(continued on page 84)

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direct about it. They'll say, "Boy, you're lucky, you can ride around in that little car all the time. I wish I could do it." Or they might ask, "Won't you give me a ride on it?"

The first year I had the chair, I gave the kids rides, but then, last year, I said, "No, because this chair is very important to me. I can't walk, and therefore I need this to get around." And they don't ask anymore.

One little girl was very perceptive about the chair. When somebody said, "Oh, Mrs. Rogers is lucky, she can ride in her wagon all the time," the girl said, "Well, you wouldn't be so lucky if you had to ride in it." Which was very interesting, coming from a seven-year-old.

When I used to walk with a cane, children would want to borrow my cane, and they would kind of hobble around very slowly like I used to have to do. But they don't see this as anything to be embarrassed about, because they're so accepting, you see.

Adults, I feel, are more self-conscious about disability, although being disabled myself, I can usually put people at ease about it, because I've almost forgotten that I'm disabled. If I forget about it, most everybody else does, too.

**Did you have your chair built, or is it one that you bought on the market?**

It is on the market. It's called the Amigo, and it was designed by an engineer in Michigan whose wife had multiple sclerosis, too.

I have one at home and one at school. The janitor very kindly charges up the one at school once a week for me. The chair is electric.

**Do you have any children with disabilities in Northwest School?**

We have two special classes. This year, I have three children from one of the special classes in my dance class once a week. They also go to the library with my class and have lunch with my students.

**How do the so-called normal pupils in your class react to the children from the special class?**

I don't think there's any special reaction. In some ways, I've done some preparation for their coming in. The children from the special class tend to cling together because they know each other. So when they join us for lunch and dance class, I try to be sure that they're scattered among the other children. Now they feel quite comfortable with the class, and they join in the conversation and the activity.

**How long have you been teaching at Northwest School?**

This is my twelfth year.

**Have you always taught first grade or a combination first-second grade?**

I used to teach kindergarten, and then I changed to first-second grade. I have always been in the primary grades, which I prefer.

**How did you decide to become a teacher?**

I attended Cornell University as a liberal arts major. I met my husband, Vincent, there.

He had a lot of teachers in his family. I had always worked with children and liked them. Also, at the time there was a teacher shortage, so we thought that going into teaching was a very practical thing to do. We both got our BA's at Cornell, and then we entered an intensive teacher training program at a nearby teachers college, which put us into the classroom while we were getting our master's degrees.

When we had our family, I stopped teaching for a while.

**How many children do you have?**

I have three. Two girls and a boy. The two girls went to Middlebury College and graduated with honors. Jill has accepted a job as a school librarian in South Royalton, Vermont, and will be working on her master's degree in library science. Robin is teaching at Pine Point school, Stonington, Connecticut, and she's working on her master's at the University of Connecticut.

Evan is a professional musician. He is lead vocalist and percussionist with a band called Too Much, Too Soon.

**Is there a great interest in music in your family?**

I used to play violin. I don't anymore, but my music comes out in creative dance with my students. My husband, who is a professor at the University of Connecticut, is a jazz musician. He plays his trumpet all the time, so I suspect my son gets his interest in music from both of us.

**What is your husband's field?**

Education. He is quite well-known for his work in open education. He and I basically have the same philosophy about open education.

**How long have you had an open classroom?**

I think always, because kindergartens have always been open. Now that I have the first-second combination I find that I like to set the day a little more definitely than I would with kindergarten, but it all depends on the students. I have a pretty strict setup for the school day.

But within this setup, there's plenty of time for freedom, for the child to explore and to grow in art or in reading or whatever by his or her own means. This is very important. If you have a fairly definite setup in the classroom, it makes it easier for the children, because if children have too much freedom, they become confused.

**Are you strict with your pupils?**

I think I am very child-centered, with a demanding approach. I feel that I have to watch the individual child very carefully and the way a child grows and the way a child learns.

I don't like to use the word *strict*; I prefer *demanding*. But I suppose they mean the same thing. I feel that I bend to the individual's needs but I keep a stern exterior. This allows me to be happier because the children behave better. If I am demanding of their behavior and expect courteous behavior and quiet voices, then I can be a happier teacher. So while I seem to be stern at times, that really allows more freedom and happiness in the classroom.

**Reading, of course, is an important part of first and second grade work. What are the key methods or approaches that you use to improve your students' reading?**

It's very important to have an overall approach to reading that includes creative dance, the arts, trips. All of this builds children's backgrounds, their real-life experiences that make reading come alive for them. I encourage children to engage in all these things. I also give formal reading instruction—the alphabet, word building, and so on.

**You mention trips. Does your disability prevent you from going on them with the class?**

Well, last year, I could no longer go on field trips, because they're too difficult for me. So what I've tried to do is to plan little trips with the help of other teachers for the children. I have the




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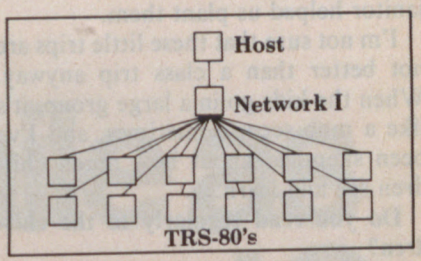


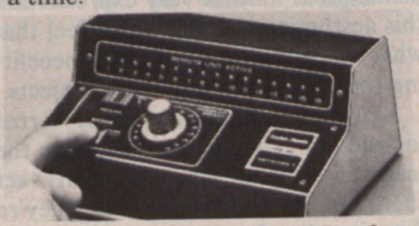

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class do different things that in a way don't substitute for field trips, but make up for them in some way. For instance, we had a plant sale, and with that money, we bought shrubs for the school. Instead of having the whole class go to buy the shrubs, we had five children and another teacher go to buy them. They brought them back for the children to see and enjoy. Then the janitor helped us plant them.

I'm not sure that these little trips are not better than a class trip anyway. When the kids go in a large group, it's like a mob scene sometimes, and I've been skeptical about how much children see and learn.

**Do you read regularly to the children?**

Yes, yes, I feel that's very important to the reading process. Every day, either my aide or I read to the children.

**Which stories get children excited about reading?**

Dr. Seuss. All his stories. And E. B. White's *Charlotte's Web* and *Stuart Little*. Let's see, the Babar stories are always favorites.

What is important, though, is to read good quality literature to the kids.

**You mentioned your aide. Do all the teachers in your school have aides?**

Everyone doesn't have a full-time aide as I do, but we have three aides in the school whose time is shared by the other eight teachers.

I have a full-time aide, because as my disability became more serious, I needed help in my classroom. So the board of education made arrangements to have a special aide for me.

**Will you elaborate on the creative dance class that you include in your activities with the children?**

Well, we go to the gym, and I bring the record player and a drum. The children take off their shoes and stockings.

I usually begin the lessons with some kind of drum rhythm, and the children respond to the drums. If I produce a walking beat, they walk. Periodically, I ask the children to freeze their position—to do a body hold, to pretend to be a statue.

I have the children walk, run, skip, gallop to music. I use different records or different drumbeats for different movements.

**Do you give the children a lot of direction?**

No, not really. If I see a child responding in a way that I think is beautiful or appropriate to what I'm playing, I'll say, "Everybody stop. Let's see Christian do this" or "I like what Christian is doing." I do this so that the children will look. Then they all move in their own way. After the class does this all year long, they become very responsive and they forget themselves.

**What is your goal in teaching dance?**

Well, one reason I teach it is because I love it. I used to be a dancer. This is one way I can express my interest in music. So it's satisfying for me, but I can see it's just as satisfying for the children.

Children who don't do well in academic areas may be very expressive in this aesthetic area. But I also feel that what we do in dance can't help benefiting the children in academic subjects.

I give the children a lot of verbal instruction. They have to listen to the instructions and then physically act them out. In addition to that, they're listening to the music, and they're learning to be responsive to that. They're developing their listening skills.

**You say you used to be a dancer. Did you go to dancing school or take dance at college?**

I had always been interested in dance and liked it from the time I was a little girl. I used to do tap dancing and ballet and modern dance. I also used to teach dance to adult groups at the University of Massachusetts.

I would not say that I was a great dancer, but I always had the "gift," and I moved nicely.

**Were you a great sportswoman?**

I was always very agile in sports. I was a good tennis player, not a great one, but a good one. My husband is a tennis buff, and I enjoy watching him play. But I miss playing, that's true. I accept that I cannot, but I miss it.

I am still able to swim. I still dive into the water. When I come out of the water, I get a minor remission, which builds up my energy, and I'm able to function more efficiently.

I used to ride horses. So sports was just a fun thing all through the years. And that's why when this began to happen, I couldn't understand because everything had always been so easy for me.

**In what ways have you had to adjust your methods or your approach to children as a result of your handicap?**

I had to learn to teach all over. When I first realized that something was happening to my body, it was a very scary thing, because I didn't understand it.

For a while, people didn't understand, since I didn't understand myself what was going on. I began to be less able physically because I would tire so quickly. And then, of course, I started to compensate for it and say, "I can't do this, and I can't do that." There were problems that resulted for a while.

**You mean, you weren't able to do some things you were expected to do in connection with your job?**

Yes, right. One time, on one of our in-service days, teachers were supposed to take a walk on a nature trail. I realized that this was going to be too much for me, but I couldn't explain it, because I knew that something was wrong, but I didn't know quite what was wrong, and I wasn't ready to reveal the weakness. So I covered up in different ways. And then, perhaps people misunderstood and misinterpreted what I was doing.

Well, anyway, I went through a time when life was very difficult. But during all this time, I was so motivated to teach that I'd let nothing stand in the way. And so I sought psychiatric help. This was one of the big things that helped me and the children and of course the school system.

There was a long period when the multiple sclerosis was not diagnosed. All that time I didn't understand what was going on, and I thought that it was just me.

I'd been to doctors, but doctors never want to diagnose multiple sclerosis until they're absolutely sure.

**Because there isn't a foolproof test.**

No, there isn't.

**Is it a painful disease?**

Well, it can be, especially if you're tense or if you've overworked. But generally speaking, I'm not in any pain while I'm teaching.

**Do you go to a doctor regularly?**

I went to the psychiatrist for a long time, and I feel that she got me over

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the difficult part of accepting what I have and realizing that if you've got something like this, best not to dwell on what might have been.

I have a neurologist, and I saw him recently for the first time in six years. I had a checkup, and he thought I should take some Valium at night, because I do get very tight and spastic. But I do not want to take any medicine, because I feel that the medicine throws my whole system off. I figure I should just live with the tightness and try to cope.

**What were your earliest symptoms? Double vision?**

No, no, I never had any double vision, and luckily no speech problems. I do suffer from fatigue, which is one of the greatest problems, but with the chair I'm able to do everything.

**When did you first start noticing the symptoms?**

About 10 or 11 years ago. I would first notice it at night when I came home from school. My legs would feel numb, and I couldn't understand why.

Then I'd function all right for quite a long while, and then I'd seem to reach exhaustion, and I would have trouble walking. I'd rest, and then I'd feel all right. But if I were teaching for a long period of time, I would find— oh, I just can't stand it, I've got to sit down. And that's how it came upon me.

So this gets back to your question about adjusting my teaching methods. I had to learn to direct verbally a lot of the activity that I had always done physically.

When I had the cane, I couldn't go over to a disruptive child quickly and put my hand on his shoulder or touch him in any way, because I couldn't get there in time. So I had to learn how to get the child to come to me.

Now, I hope there aren't going to be any more changes in my physical condition, so that I can continue to operate from this vehicle and get around the school.

Another great adjustment, of course, is learning to work with an aide, learning to help her understand things the way I understand things. What can happen is that I spend most of my time trying to help the aide to work with children. So working with more people presents more problems.

**How are your relationships with the staff?**

The staff members have been wonderful. They are very helpful and, I think, very understanding of my disability. But on the other hand, I feel that I'm just like anybody else.

For a while, when I first came to school with a cane, I'm sure people said, "Oh, she'll never last, she'll go downhill fast." Maybe I think they said this because I felt this way, I'm not sure.

I have the feeling that people were being especially nice to me because they thought I was in my last days of teaching. But then they began to see, "Oh, her last days are lasting longer and longer and longer." So that now, I think they consider me just a regular teacher.

**Does the staff question you rather freely about your disease?**


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# NEA Publishing Seeks Manuscripts

NEA Publishing is looking for manuscripts on teaching handicapped students in the following areas: English, mathematics, social studies, physical education, and vocational education.

A series of publications will be printed by NEA in 1980 concentrating on practical teaching methods for use by general classroom teachers who work with handicapped students. A book on science education for handicapped children has already been completed.

The series will include short, nontechnical, action articles. Each book will be a collection of chapters by individual writers. The suggested length for manuscripts is 800 to 2,500 words.

If you have developed ideas for teaching handicapped students in one of the content areas listed above, contact Gordon Felton, Manager, NEA Publishing, 1201 16th Street, N.W., Washington, D.C. 20036.

Suggestions for preparing your manuscript and general guidelines will be mailed to you. In your letter be sure to state the grade level you teach as well as the content area.

Well, there's nothing really much to question. Sometimes I'll talk about it. I'll say, "My body feels tight today. Had a tough day." But I'm usually here all the time. It's rare that I'm sick. I'm probably more healthy than most—if you disregard the multiple sclerosis.

I'm sure the staff here knows more about multiple sclerosis than most other people because of me.

**In his book, *Spirit Makes a Man*, Joseph Panzarella, who is a doctor of rehabilitative medicine and a victim of multiple sclerosis, says, "I always felt the more visible a handicapped person was, the easier it would be for society to be comfortable with the disabled. I made it a practice to attend meetings and conventions where there would be other doctors who were not aware of the disabled."**

**How do you react to that? Do you attend teachers' meetings and conventions?**

This is something that I would like to do but find very difficult to do, because places are not set up for disabled people. I can't depend on whether a place will have a toilet for handicapped people and if it will be at a level where I can get to it. I can't depend on there being a ramp to get me where I want to go.

So it's a problem. As far as being seen, that's the least of my problems. I'm delighted to be seen.

**Are you involved in any civil rights groups for the handicapped?**

No, I try to relate to most people on a daily basis, and I don't identify with other handicapped people. It probably goes back to my belief about homogeneous grouping in school. I do not think that homogeneous grouping of bright, gifted, slower children or any kind of grouping on the basis of sameness is good. I believe in a mixture of all kinds of people of all kinds of intelligence and all kinds of abilities.

**But you wouldn't band together with them to help maybe get buildings changed or—**

Well, I have a full-time job, and I don't have the leftover energy to do this. But it certainly needs to be done by somebody, preferably somebody who is not handicapped.

I am a member of the National Multiple Sclerosis Society.

**Do you find that a valuable organization?**

Yes, they're very helpful, and they're very conservative, with reason.

**When you say they're conservative, what do you mean?**

Well, they're very conservative in their reporting of research. For instance, they don't report research that raises false hope. You may find such reports in popular magazines, however.

**Then I wonder what your reaction is to a recent spate of articles on multiple sclerosis in the popular press, *McCall's, Saturday Evening Post*, and *Good Housekeeping*. Now, these may reflect, of course, the media's recent interest in the handicapped.**

**Do you welcome that kind of interest?**

I think that's good. But one must always think about the source from which a report is coming. When it comes from a popular magazine, I read it with interest, but skepticism.

I always love to read articles about people with multiple sclerosis, just to compare notes. They're usually inspirational and hopeful.

**People who have handicaps need supportive people around them. Do you agree?**

I have supportive people around me.

The whole school system—the superintendent, the teachers, the principal, and the janitors. (This reminds me of the TV Emmy shows, you know, you don't want to leave anybody out.)

But my husband really is the one I must give the credit to. We've been married for 31 years. It's just like the marriage vows say—for better or for worse. But we seem to—at least we try to—look at the positive side of life and try to make the most of what we have.

And if you really stop and think about it, if I didn't have the disease, I'd have everything—three lovely children and a handsome and successful husband, two lovely homes, and a teaching career that I love. So if I could just get rid of the disease, I'd have it made. But I don't like to dwell on getting rid of it—that's not a possibility.

**Some observers say the handicapped are the most discriminated-against group among the minorities. Although they have made great gains in eliminating physical barriers, they still have many invisible barriers to overcome—barriers of ignorance and fear, intolerance and indifference that have blocked them from assuming their rightful place in society.**

**What is your reaction to that?**

Well, I think it's probably right. And even though the laws have changed, a lot of the physical blocks still have not changed, so that you can't always go to the theater or you can't always go shopping. But with the changes as a result of the new laws, you will begin to see more people coming out. They will begin to show themselves; they will begin to have courage, because they know they're not going to have to be locked up in the closet, so to speak, any more.

**What about teachers who now, as never before, are facing children with different types of handicaps in the classroom? What's the charge for the profession there?**

There has been a lot of talk about trouble with mainstreaming handicapped children. But teachers are going to find that the so-called normal children are very accepting. They love to help me, and they love to help a new child in the class.

A teacher must open her heart and her ears to the needs of handicapped youngsters. But the normal children in the classroom will be a big help. This is not to say that I don't think that teachers should not have adult help to give them support—because they will be anxious and fearful of having a handicapped child in their class. They will fear that they won't be able to cope. So they are going to resist. First, they've got to be made to feel secure that they can cope with this youngster, that this youngster isn't going to demand all of their time and attention.

**Do you think teacher training institutions need to institute courses to introduce teaching candidates to different types of special children whom they may—**

I think more disabled students should go to college. If colleges and universities make it physically possible for disabled people to go to school, special classes in learning about the disabled will not be needed.

I'm not talking about extreme cases. I don't know how you'd be able to mainstream an extreme case. This would have to be done on an individual

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basis and with the teacher's consent and agreement.

**Dr. Panzarella says that he has found, with almost every patient that he has worked with, and especially with those patients who have suddenly become disabled, that almost universally, the question Why me? plagues them. Did this happen to you?**

Well, this is why I went to a psychiatrist. I really don't wonder about Why me? too much now, though, because I think that life is a gamble. I'm the one in thousands who got it. I don't think that anybody put a finger on me and said, "You deserve it."

It's really just something that happened. And, naturally, I wish it hadn't. But I don't really stop to think about it. I'm doing what I want to do, and I enjoy teaching.

**You've always enjoyed your teaching. Do you find you enjoy it more now?**

I appreciate teaching more. I miss it so much sometimes when I'm away from the classroom.

When you work with children, they're constantly bringing you new ideas and new material. They have a freshness about them that is always inspiring.

You get your energy or your creative force from the children. And so I probably appreciate teaching more because of the disability. The job is always a challenge. Probably because of the disability, I see it as even a greater challenge. □

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# Classroom Tips

By JANE TYLOR FIELD
*Retired Teacher of English and Creative Writing, Chula Vista, California.*

*These are suggestions made or collected by Ms. Field, and she urges NEA members to send in interesting and useful teaching ideas for possible use in future issues of* Today's Education. *Ms. Field asks that those who submit classroom tips keep copies of their material, as she cannot return the originals.*

*Mail suggestions to Box CT,* Today's Education, *1201 16th St., N.W., Washington, DC 20036.*

A classroom in the cemetery! That was the inspiration of Oliver Chapple of Spiritridge Elementary School in Bellevue, Washington. In 1974, Chapple was inspired by the approaching bicentennial to trace his own roots. He went looking for them in a cemetery in Nebraska, the home of his ancestors. He was saddened when he saw the cemetery in disrepair, but he was also impressed by the genealogical information it yielded.

Back at school, he and his teaching partner, Gwen Kopeinig, decided to involve their fifth and sixth graders in a searching out of the past. In so doing, they would all visit two cemeteries.

Early on the chosen day for the field trip, they strolled about Seattle's Lakeview Pioneer Cemetery—green, beautifully maintained, its tombstones reading like a who was who of the city. The children recorded much data about street and place names and events from the stones.

Later in the day, they journeyed to the sad sanctuary of Newcastle, an almost deserted mining community six miles outside Seattle. Here they found spots where once markers had been, toppled tombstones, litter, and motorcycle tracks. The children were upset by the contrast with Lakeview and wanted to try to restore the Newcastle cemetery.

After many planning sessions, some with parents, they began a restoration project. At the cemetery, groups of six children, each with a parent volunteer, removed broken glass, trash, weeds. They used brushes to probe for markers buried under dirt and debris. They sprinkled sand in the letters on the markers to make them more legible. They pieced together broken tombstones and made rubbings of the most decorative ones.

The media gave Spiritridge's project much attention, and the Washington State Bicentennial Commission designated Spiritridge a Bicentennial School. Many citizens wrote the class about their appreciation of the children's work.

Four years later, students at Spiritridge are still searching for information about Newcastle's former residents, especially those in unmarked graves. Did they die in epidemics? Were they killed in mine explosions like so many of the others?

When the project is finally concluded, copies of the information that students, parents, and teachers have gathered will be given to the Seattle Public Library and to local genealogical and historical societies.

Fourth and fifth graders at Frederick Douglass Elementary School in Cincinnati's Walnut Hills area also have been ferreting out local history. Under the direction of Marion Dula, Title I reading teacher, they learned first about their own school, going back to its beginnings in 1858. They interviewed longtime residents of Walnut Hills about the school and other aspects of local history.

The interviews were so fascinating that the school held an assembly in which the interviewees starred. They shared stories, anecdotes, pictures, and documents from their pasts. Some of the guests were 85-year-olds who remembered when teachers at Frederick Douglass Elementary School rewarded poor behavior with switchings and when lunches at the school cost only 3¢.

Some areas are especially rich in recorded history because they have been the scenes of important meetings and battles. Lancaster County, Pennsylvania, is such a place, and Sam Slaymaker II is the eighth generation to live in White Chimneys, his family's home in the County.

Mr. Slaymaker has developed slide programs about Lancaster's landmarks, including such currently important sites as Chadds Ford, home of the Wyeth family art museum. He presents these programs to schools in the area.

Mr. Slaymaker realizes that casual readers of U.S. history may believe Pennsylvania was initially settled by Quakers only. He therefore emphasizes the variety and importance of denominations other than the Quaker and shows slides of buildings constructed by some of these—the Episcopal, Presbyterian, Lutheran, Mennonite, and Amish.

Programs like Mr. Slaymaker's could open many children's eyes to evidence of the past. Search your community for knowledgeable speakers like him who can help youngsters become aware of the historical importance of their surroundings.

Douglas Lindly of Foster Elementary School in Sweet Home, Oregon, points out that preventable accidents kill more children than all six leading children's diseases combined. Therefore, safety education is most important and should be a continuing process.

Mr. Lindly helped the fifth graders at Foster complete a course in how to prevent accidents and care for the sick and the injured. The course helped them satisfy several of the school district's health and science requirements.

Mr. Lindly used inexpensive, self-instructional, cartoon-illustrated workbooks. Although written at a fifth grade reading level, these texts have been successfully used by students in grades above and below the fifth grade level. After children completed individual lessons in the texts, they practiced related skills such as artificial respiration and bandaging.

Teachers can be authorized to teach the Basic First Aid Course and issue Course Completion Certificates after a brief orientation. Information concerning this program may be obtained from local Red Cross chapters.

Edna Genise Lewis of Paoli Pike Elementary School in West Chester, Pennsylvania, feels that classmates often need assistance in getting to know one another. To hasten the process of changing a roomful of strangers to a roomful of caring friends, Ms. Lewis suggests an activity she calls Spotlighting.

Class members all become "reporters" and interview one another.

The reporters use press cards. They have a podium and a pretend microphone. Eventually, they compile all their information into a booklet called "The Family in Room 21."

Cindy Gerbino, a special education

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teacher in Cincinnati, Ohio, suggests two learning activities for kindergartners. The first, Jumping Squares, aids in alphabet recognition. Ms. Gerbino draws large squares on the floor (or outdoors) and writes a letter of the alphabet in each. Then she directs pupils to jump on given letters, make the sounds of the letters, and give words beginning with those letters before moving to another square.

The second, Number Line, requires a picture of a flower garden on a piece of Oaktag. Ms. Gerbino puts a large numeral on each flower. She also makes a bee out of paper and attaches it to a stick. Then she calls out the numerals and asks a student to move the bee from one designated flower to another.

If things have gotten a little out of hand (discipline is the most explosive problem in our schools today), ask the president of your local association to give you a look at the discipline kit prepared by the San Antonio Classroom Teachers Council and NEA. It has been distributed to every local association president by NEA.

Part of the kit—"Classroom Survival Manual"—makes the following suggestions:

- Schedule a variety of activities.

A. Design activities that allow students to release suppressed energy and emotions.

B. Vary activities to reduce boredom and increase student interest.

- Schedule classroom activities carefully. Avoid sudden starts and stops during transition from one subject or activity to another. The following have a negative effect:

A. Changing a topic or goal for some insignificant reason.

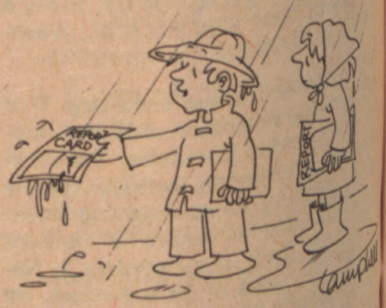
B. Interrupting an activity suddenly with an order, statement, or question.

C. Lacking sensitivity to group readiness to receive a message.

D. Leaving an activity incomplete.

E. Mixing two unrelated activities.

- Be impersonal when discussing a pupil's misbehavior with him or her. Be personal when discussing the interests, aptitudes, and accomplishments of your students. □

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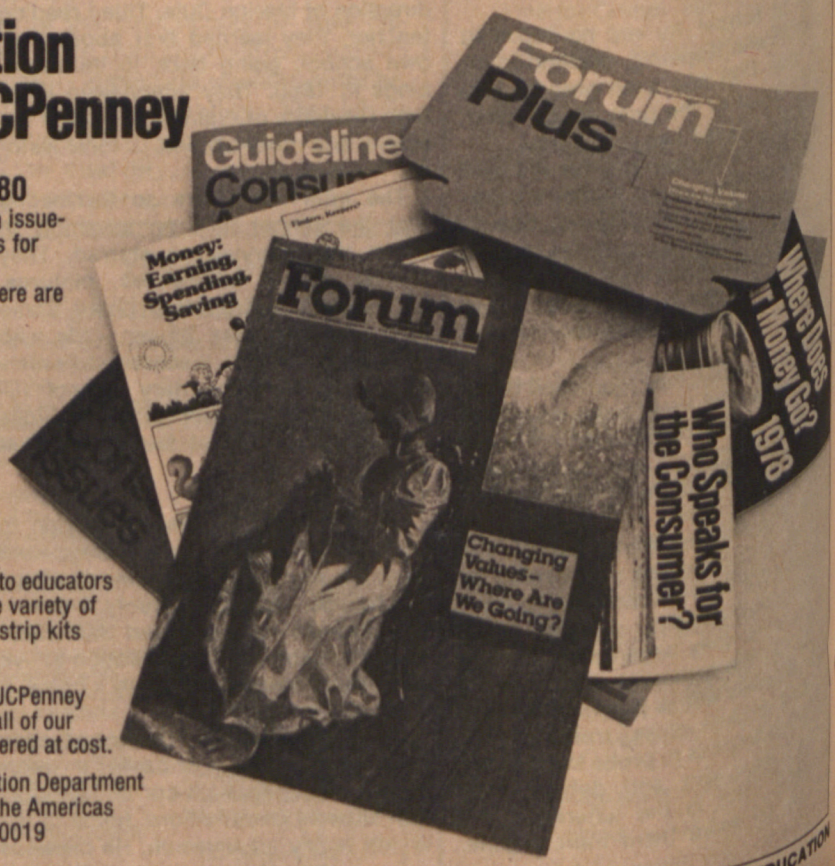

# A Teacher Guide to 3 ABC Afterschool Specials

Heartbreak Winner: One Girl's Struggle for Olympic Gold, February 13
Where Do Teenagers Come From? March 5
What Are Friends For? March 19

Featuring Highlights of the New Weekend Specials
The Puppy's Amazing Rescue, January 26
The Gold Bug, February 2 & 9
The Trouble With Miss Switch, February 16 & 23

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# 3 ABC Afterschool Specials

## Heartbreak Winner: One Girl's Struggle for Olympic Gold

**February 13**

To win a coveted Olympic gold medal is a dream many young athletes share. The ABC Afterschool Special, HEARTBREAK WINNER: ONE GIRL'S STRUGGLE FOR OLYMPIC GOLD, based on a soon-to-be-published novel by Michael Bonadie, is the story of one young figure skater's determination to qualify for, and ultimately capture, the world's highest honor in her sport. It is also a story of defeat and disappointment, and of learning to understand better what victory and accomplishment really mean.

Sixteen-year-old Maggie MacDonald is a dedicated skater who not only has the drive to make it to the top, but also the talent to become a gold medalist. She is encouraged and supported in her ambition by her parents, her friends, and her coach, Mitch Parks. Under the pressure of preparing for the sectionals, however, Maggie begins to change; her friends and coach notice that her determination is now laced with a fierceness that makes her irritable. At times, Maggie appears to have something physically wrong with her, although she denies that any problem exists.

Her performance on the night of the sectionals is spectacular, up until the last seconds of her routine when she collapses, succumbing to the pain she has been hiding all along. The diagnosis of her problem is a grim one: Maggie has juvenile rheumatoid arthritis. The prognosis is especially jolting for Maggie whose nickname is "Miss Perfect" and to whom "anything less than perfect just isn't acceptable." Although she will live a fairly normal life and will even be able to skate again, her days of competitive skating are over. Bitter, hurt, and angry, Maggie refuses to accept the reality of her situation at first. Through the support and unrelenting efforts of others, including Joey Taylor, a young patient she meets while in the hospital, Maggie learns that the joy of giving and sharing with others is more important than winning a gold medal.

QUESTIONS AND ACTIVITIES

1. (a) Ask students to discuss the following questions about the sacrifices that Maggie is willing to make to achieve her goal: Have you ever wanted to achieve anything as intensely as Maggie? Do you feel that such achievement would be worth the sacrifices involved? Have students share their answers with the class. (b) Suggest that students read biographies of such Olympic athletes as Jim Thorpe, Dorothy Hamill, or Olga Korbut. Have students discuss the various roads these athletes followed to pursue their goals.
2. Discuss with the class to what extent attitude should be considered in the pursuit of excellence. Why does Mitch feel Maggie's present attitude would disqualify her from consideration by the Olympic Committee? What does Maggie have to learn about success and failure? How does her encounter with Joey Taylor help her to learn this?
3. Ask students to write a short paper discussing how athletes entering a competition can prepare themselves for the possibility of *not* winning. Suggest that students read William Buchanan's *A Shining Season* (NY: Coward, McCann, & Geoghegan, Inc., 1978) about runner John Baker's confrontation with disease.
4. Have students research the disease juvenile rehumatoid arthritis. What are its causes? Its characteristics? What restrictions, if any, are placed on its victims? How common is the disease? What scientific research has been done on this disease?

## What are friends for?

**March 5**

Twelve-year-old Amy Warner experiences a trauma many other young Americans and their families also face. Her father and mother are divorced, and to com-

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pound the hurt for Amy, her father has remarried. The ABC Afterschool Special, WHAT ARE FRIENDS FOR?, is adapted from the Mildred Ames novel of the same title. It explores the hurt, confusion, and hostility which Amy experiences; the way this affects her relationships with her peers; and the way she learns to accept and cope with her situation.

After the Warner's divorce, Amy and her mother move to a new area. In making new friends, Amy is initially attracted to Michelle Mudd, a young girl whose parents are also divorced. Amy's search for stability and for a dependable friendship leads her to make a pact of lifelong friendship with Michelle. Amy also begins to enjoy the company of two other girls, Barbara and Nora, but Michelle interferes, claiming that Barbara is prejudiced against "divorced" people.

Blinded by anger and hostility toward her father, to whom she refuses even to speak to on the phone, and by her desperate search for loyalty, Amy does not see how Michelle is using their "friendship" for her own purposes. Amy is supportive of Michelle even while sensing that Michelle's behavior and life-style are often a bit strange. When Amy innocently becomes involved in Michelle's habitual shoplifting she realizes that friendship cannot be built solely on a ceremonial pledge. In spite of the shock of learning the truth about Michelle, she finds she still has compassion for her friend. For the first time, Amy's mother's attempts to explain the causes of the divorce begin to be clearer to her. Amy can finally understand that her father still loves her and, more important, that she still loves him.

QUESTIONS AND ACTIVITIES

1. Throughout the story, the words "loyalty" and "commitment" appear many times. Have your students consider the following: (a) What do the words "loyalty" and "commitment" mean? Compare the two words and their meanings in relation to friendship and marriage. Is commitment more important to a relationship than loyalty? Explain. (b) Using examples from the program, discuss the following questions: Does Michelle's view of loyalty differ from Amy's? If so, how? How does Amy's experience with Michelle help her to achieve a more mature understanding of the concepts of loyalty and friendship? How does this help her to relate to her father once again?
2. Have students write an essay discussing what the word "friendship" means to them. Instruct them to consider not only what they expect *from* a friendship, but also what they should contribute *to* a friendship. In the same essay, have them discuss what they think the value of friendship in marraige is.
3. Ask students to discuss the relationship between Michelle and her mother, referring to scenes from the program. In what ways does Mrs. Mudd contribute to Michelle's problems? What does Michelle's shoplifting indicate about her needs and her feelings? Is this in any way an outgrowth of her feelings toward her mother and father? Explain. Have students compare Mrs. Mudd and Mrs. Warner. What different standards and values do they represent? Have they passed these on to their children?

# Where do teenagers come from?

**March 19**

The road from childhood to adulthood is rarely smooth and easy. The biological and emotional changes that occur at this time, make adolescence a particularly tumultuous period. How well prepared the individual child is in understanding and accepting these changes will determine the degree of frustration and awkwardness which are said to be hallmarks of this stage of development.

In WHERE DO TEENAGERS COME FROM?, the ABC Afterschool Special sequel to WHERE DO BABIES COME FROM?, we meet, once again, Kelly Driscoll, now age 13, and her friends, Oscar and Pete, as they enter the new world of junior high school.

Until now, Kelly's life has been happy-go-lucky and uncomplicated. Kelly approaches junior high school in her typical, offhanded manner, with only a trace of uncertainty. Before the end of the first week, however, she becomes acutely aware of marked changes in her peers, without recognizing similar changes in herself. Her friend Pete becomes susceptible to the charms of the opposite sex, and Oscar understands and supports his behavior. Kelly feels that even her girlfriends betray her when, at her slumber party, they learn new dance steps from Julie, her older sister. Both these developments upset Kelly, who finds herself angry at Pete's new interests and provoked by her feelings into an open show of hostility.

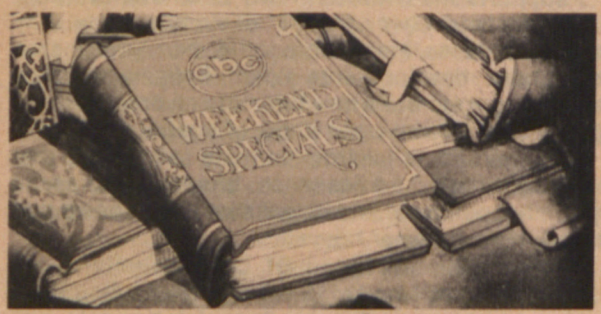
Kelly, herself, is far from immune to changes that may occur during adolescence. She is embarrassed by a flare-up of acne and devastated by the news that she will have to wear braces.

Family doctor and friend, Dr. Lendon Smith, aware of the dilemmas facing the youngsters, invites them to view an animated film which explains simply, and sometimes humorously, the changes young people experience at this stage of their lives. With a better understanding of why she and her friends behave and feel as they do, Kelly finds greater tolerance for her own problems.

QUESTIONS AND ACTIVITIES

1. Puberty and adolescence often seem unbearable and endless. Later in life, these difficulties may not be vividly remembered. (a) Ask the students to interview individuals in their early 20's, asking them what they remember as difficult about their years as adolescents. What were their major concerns then? What are they now? What pressures regarding their appearance, social life, and parental and peer expectations do they remember? (b) Have students repeat the interviews with their parents. Did their parents experience different attitudes and concerns than

adolescents do today? Have students share their findings with the class.
2. Have the class make up a reading list, with each student anonymously contributing the name of the book he or she is now reading. How wide a range of interests does this list cover? Have students discuss what the list shows about the interests of the class at this stage of their lives.
3. Ask students to keep a "mood chart" for one school week. Instruct them to record the various emotions they experience each day during the week. Do they feel that being objective about their moods helps them to cope better with them? Have them explain their answer. At the end of the week, select one of the moods and write a poem or short essay about it, using as many descriptive words as possible.
4. Ask students to write a paragraph describing their relationship with an older brother or sister or an older friend. Instruct them to answer the following questions: What characteristics do they share with the person they are writing about? What characteristics do they admire in him or her? According to what students have learned about themselves in this special, do they think any of these feelings may change in a few years?
5. Have students define the following terms: (a) "puberty," (b) "adolescence," (c) "glands," (d) "sebaceous glands," and (e) "hormones."
6. Discuss with students why friends are so important to them and what the term "friendship" means to them personally.




# Weekend Specials

## The Puppy's Amazing Rescue
**January 26**

Based on an original script, this sequel to THE PUPPY WHO WANTED A BOY, follows the further adventures of an heroic puppy named Petey. Petey, his boy Tommy, and Tommy's adopted parents are on a camping trip when disaster strikes, and Petey is separated from his loved ones. This resourceful puppy faces endless trials and tribulations in his valiant attempt to rescue Tommy and his family.

QUESTIONS AND ACTIVITIES
1. Have students write a short story involving an animal in an heroic adventure.
2. Have students read: *Dog of Bondy Castle* by Lynn Hall, *Kildee House* by Rutherford Montgomery, and the *Lassie Come Home* series by Eric Knight.

## The Gold Bug
**February 2 & 9**

Set against a background of the post-Civil War South, this television adaptation of Edgar Allan Poe's short story is a study of the mysteries of the mind and the subtleties of obsession. A young boy, innocently exploring an island, encounters a strange hermit, LeGrand, and his terrifying mute companion, Jupiter, both of whom are searching for treasure. The boy is drawn into their quest when he inadvertently discovers the map of Captain Kidd and is caught up in their fever to find the treasure.

QUESTIONS AND ACTIVITIES
1. Have students write their own versions of what happened to LeGrand and Jupiter while the boy is away from the island. Ask the students to keep within the style of the storyteller.
2. Have students read several other Poe stories, such as "The Cask of Amontillado" and "The Black Cat." Compare the plots, outcomes and themes of these stories with those of "The Gold Bug."

## The Trouble with Miss Switch
**February 16 & 23**

From the first day of school, Rupert Brown thinks that the new teacher, Miss Switch, has some very strange habits. With his classmate Amelia, he decides to investigate. Miss Switch, it seems, is a real witch, but, a good one, who is being persecuted by the evil Saturna and her Computo-witch. To avoid a frightful banishment, Miss Switch must produce a new and unique use of her powers.

QUESTIONS AND ACTIVITIES
1. According to Rupert, Miss Switch is sometimes nice, sometimes nasty, but *always* fair. Ask students if it is important for teachers and students to be fair with one another. Discuss with the class relationships where fairness plays an important role, for example, between a coach and his team.
2. Rupert believes that there is an explanation for everything, but Miss Switch claims the world will always contain mysteries. Ask students if they believe there will always be a little fantasy in their lives and discuss with them the continuing popularity of fairy tales.
3. Discuss Miss Switch's statement that "more important than a good teacher is a good student."

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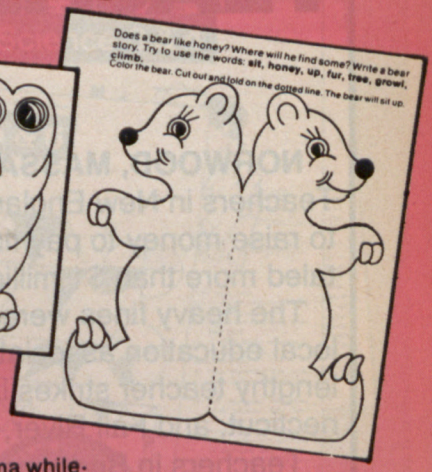
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# TEACHERS SELL COOKBOOKS TO PAY FINES

**NORWOOD, MASSACHUSETTS**—Teachers in New England are working hard to raise money to pay fines that originally totaled more than $1 million.

The heavy fines were imposed on two local education associations following lengthy teacher strikes in Bridgeport, Connecticut, and Fall River, Massachusetts.

Teachers in Bridgeport at first faced fines totalling nearly $1 million, but following negotiations between the association and the board of education, under the auspices of a court-appointed judge, the fines were reduced to $196,000.

"The reduction of the amount of money the BEA must pay has lifted an enormous burden off of us, and we are extremely pleased with the way the problem was resolved," said association president Arthur Pechillo, who led the BEA on a 13-day strike. "But," he added, "while the amount is substantially less than what was originally imposed, it is still a large debt for teachers to pay. We still need the support of our colleagues in New England and throughout the nation."

The Fall River Education Association last spring was ordered to pay $260,000 in fines for ignoring a back-to-work order during a 1977 strike.

Money is being raised through the sale of cookbooks by the New England Teachers' Trust Fund, which is administered by two teacher volunteers: Jack Cook of Massachusetts and Philip Garovoy, immediate past president of the Connecticut Education Association.

"These moneys must be raised," they said. "The fund-raising efforts have been strenuous and will continue until no deficit remains. Only through the united, coordinated, and empathetic efforts of every state and local association will we be able to pay these exorbitant fines."

The cookbook—"What's Cooking in New England"—contains 95 pages of recipes gathered by teachers from their family kitchens. The recipes range from Cape Cod stuffed quahogs and Yankee Noodle Dandy to Maine stuffed lobster.

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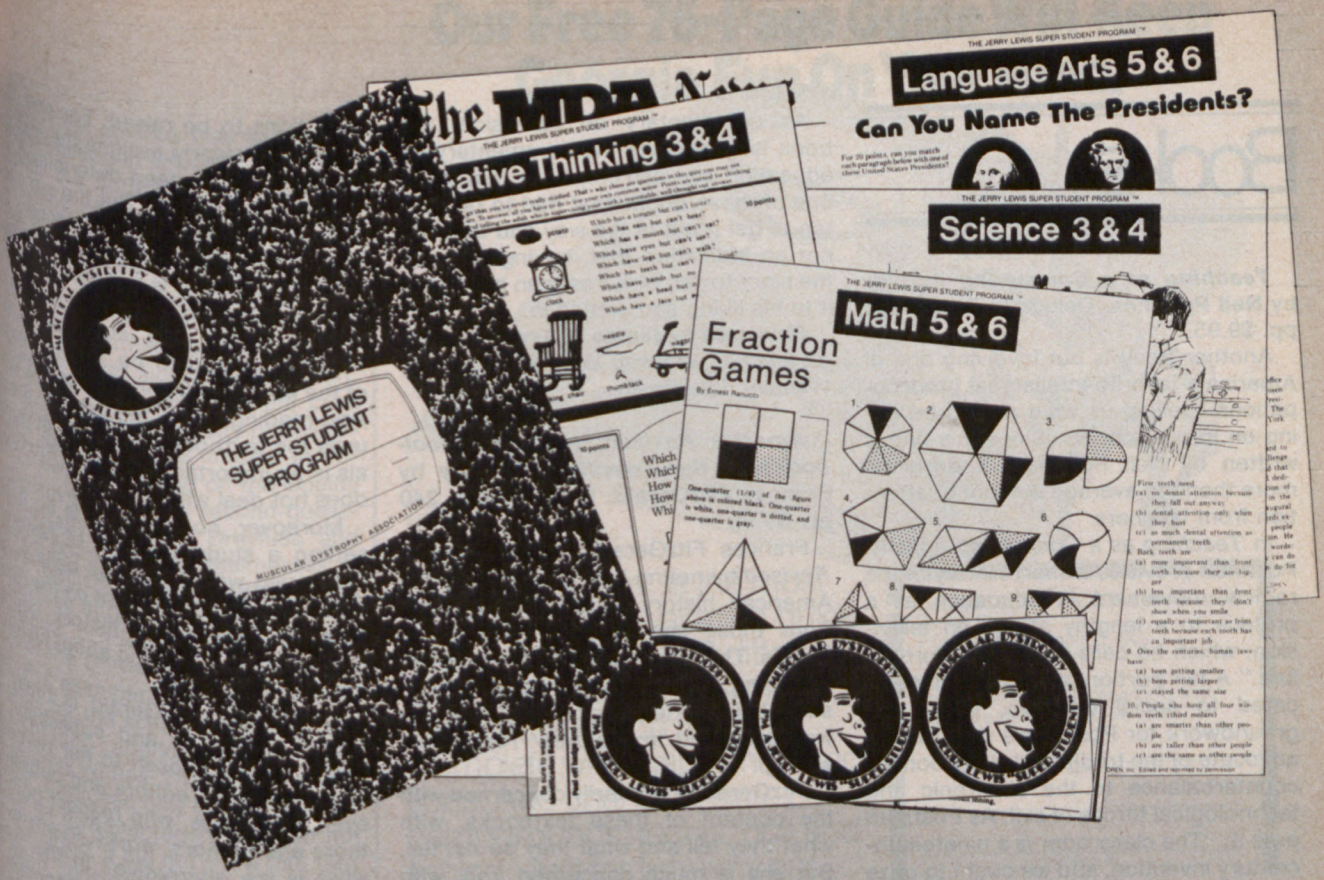
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# Books

***Teaching as a Conserving Activity*** by **Neil Postman.** Delacorte Press. 236 pp. $9.95.

Another book is out involving one of America's favorite intellectual preoccupations—telling us what should be going on in our schools. Since this one is written by Neil Postman, it deserves more than the average amount of attention from teachers.

In *Teaching as a Conserving Activity*, Postman provides a short history of the radical movement in education as a preface to a lengthy attack on television, which he calls the "First Curriculum." A fair portion of the book is dedicated to social criticism, laying the groundwork for Postman's new role as advocate of the traditional classroom as counterbalance to the electronic and technological forces of evil. As Postman puts it: "The classroom *is* a nineteenth-century invention, and we ought to prize what it has to offer. It is, in fact, one of the few social organizations left to us in which sequence, community experience, social order, hierarchy, continuity, and deferred pleasure are important."

Although the social commentary and analysis Postman provides are at times worth considering, what readers will most react to in this book will be the emergence—after a lengthy metamorphosis—of a new Postman. In fact, the choice of title assures that comparisons will be made to *Teaching as a Subversive Activity*, which he coauthored with Charles Weingartner in 1967.

Encouraging such comparison may have been a way to meet the inevitable head-on, but it also exposes the weakness in *Teaching as a Conserving Activity*. The weakness is not, as one might expect, a political or philosophical one. It is the prose—not the politics—that makes this book shallow compared to its predecessor. It hurts to see the once practical Postman wax awkwardly philosophical. In his effort to create an intellectual superstructure for the changes he has gone through, he has lost touch with what goes on daily in public schools throughout the country. Rather than a teacher encouraging other teachers to show their students how to be "crap detectors," we now have a professor telling us that "analogical forms of information are systems of codification which have a real and intrinsic relationship to what they signify."

As commentary on television, the book is interesting. As commentary on education, one can only hope that this is one of those books that had to be written to get it out of the way and that it is not an indication that, having stormed the ivory tower, Neil Postman has found it to his liking and settled in.

*Reviewed by* **James D. Kraft,** *sociology teacher, Wausau West High School, Wausau, Wisconsin.*

***America Revised: History Schoolbooks in the Twentieth Century*** by **Frances FitzGerald.** Little, Brown. 240 pp. $9.95.

Frances FitzGerald begins *America Revised* by noting how greatly changed American history textbooks are today from those she studied from in the 1950's. This observation introduces her sweeping history of the nation's high school history textbooks, most of which was serialized in the *New Yorker* last spring.

FitzGerald is primarily concerned with the content of these textbooks, with what they tell and what they do *not* tell. But she is much concerned, too, with how well they tell it. She takes a hard look at authors, editors, and publishers—and how they work together—and finds much that she does not like. For one thing, she finds it disturbing that the textbooks change so much so quickly. Granted that in our unsettled times old "truths" are seen in new ways, she still is unhappy about "slippery history." Many texts, she says, do not give a coherent, whole view.

Too many textbooks offer little real intellectual fare. She sees them, in fact, as shaped by movements which are fundamentally anti-intellectual. Tracing the many curriculum reform movements, she asks why they all have been "so intellectually reductive." Whatever the answer, textbooks show the results. History, as an intellectual discipline, is lost or at best warped by being used to serve confused, ill-defined purposes, such as molding character rather than mind or demonstrating "relevance." (In this section, she shows an unerring sense for identifying hot air, however weightily stated.)

She finds neglect of economic history, though some exceptions are noted. (It is good to see the Harold Rugg series saluted.) She finds neglect of social history and foreign affairs, too—and her use of the latter term covers more than the traditional meaning. In this connection, she raises an important point: Are textbooks cast in the established mold of *national histories* simply outdated?

So far, so good—but there are some objections to be raised. For one thing, FitzGerald clearly assigns the textbook a central, and indeed determining, role in the history course. But the same textbook in the hands of two teachers may lead to very different ends and by quite different paths. It is not the only tool in the history classroom; there are the reference works, the audiovisual aids. There is, or should be, guided reading of the kind Henry Johnson called collateral reading. How the history teacher uses the textbook in the mix of materials is an important question. FitzGerald does not deal with it.

Moreover, no textbook is so final in setting a student's view of history as FitzGerald would have us believe. Students do see *Little House on the Prairie*, they do take other history courses. Some continue reading about history all through their lives.

In addition, FitzGerald is really too critical of editors and publishers; her examples are chosen to her purposes. There are good editors and publishers, even great ones, who respect both authors and authors' works. In any event, what is the alternative? In the 1960's government funded development of textbooks, in several subjects, with at best limited success. Her comments on the materials developed by Edwin Fenton and others are instructive here. And there remains the basic question of whether we want government to subsidize textbooks.

But, overall, this is an important book—and an interesting and readable one to boot. It is important for those with immediately identifiable interest in it—teachers, for example—and for a much wider audience as well. It is a book for the general public. We all have a stake in how American history is taught—and learned.

*Reviewed by* **Ernest Hilton,** *former editor-in-chief of the textbook division of a major publisher. Now retired, Dr. Hilton was a teacher and administrator in public schools and universities before entering the publishing industry.*

***The Bakke Case: The Politics of Inequality*** by **Joel Dreyfuss and Charles Lawrence III.** Harcourt Brace Jovanovich. 278 pp. $8.95; paperback, $3.95.

Authors Joel Dreyfuss and Charles Lawrence III—one a journalist and the other a lawyer—combine their insights in *The Bakke Case: The Politics of Inequality*. They explore the role of *Bakke* both as a symbol of American race relations and as a product of new competitive forces in a time of static opportunity and realignment of politics.

groups.

Despite their obvious bias in favor of affirmative action in education and employment, the authors treat fairly the complexities of the issues raised by *Bakke*. Without limiting the book's interest to lawyers, they capture the litigation process, tracing early strategic decisions through to the outcome and describing insightfully the process of oral argument and judicial deliberation.

*The Bakke Case* describes the case preparation by the University of California, with its institutional interest in obtaining a definitive ruling on the legality of affirmative action. In second-guessing University counsel, Dreyfuss and Lawrence point out the weaknesses of Bakke's medical school candidacy and also disclose important facts about the admissions process at the medical school of the University of California at Davis. For example, the task force responsible for the school's admission of disadvantaged applicants had interviewed many Whites. The *Bakke* record, however, disclosed only that Whites had applied as disadvantaged and had not been admitted; it did not show that they had been considered and rejected on nonracial grounds.

Also, because the case did not go to trial—resting instead on one deposition and a preliminary hearing—there had not been extensive testimony on the relative weighting of grades, test scores, and interviews in creating the composite numerical rating that the medical school actually used in determining admission. Nor was there sufficient evidence in the record to show that the University's stated goals for its affirmative action program—such as increased medical care for disadvantaged neighborhoods—were legitimate state goals and that the program was a constitutional way of achieving them. These omissions would cause many in the minority communities to argue against review by the Supreme Court and would haunt presentation of the case in that court.

Regarding *Bakke* as more important politically than legally, the authors reargue the case to their readers without the limitations of the poor record. They bring these issues to a court much larger than nine and urge Americans to find a solution more enduring and further reaching than *Bakke* to the problem of the underrepresentation of minorities in the professions.

*Reviewed by* **Paula A. Sweeney,** *former staff attorney, NEA Office of General Counsel; presently assistant legal counsel, United States Senate.*

(continued on page 102)




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# Books

(continued)

***Education's Lasting Influence on Values*** by **Herbert H. Hyman** and **Charles R. Wright.** The University of Chicago Press. 161 pp. $12.50.

This report continues the procedure used in the authors' earlier analysis of data from public opinion polls which showed that persons with higher levels of education exhibit greater knowledge than those with lower levels. In this book, the authors review the evidence and conclude that in situations where different values conflict, persons with higher levels of education also are more willing to adhere to basic human values than are those with lower levels of education.

The researchers analyzed responses to questions that revealed basic values held by respondents. The questions dealt with the desirability of applying certain principles (the rights of due process, freedom of information, humanitarianism, etc.) in situations in which the application might not support the respondents' own preferences. For example, would a respondent allow a public library to place on its shelves a book against religion? In most but not all situations, the respondents with more formal education favored the complete application of basic values to a greater extent than did respondents with less formal education. This finding held even when the researchers took into account the influence of other factors likely to account for differences in values (social economic status, age, sex, religion, etc.).

The findings are significant in view of the absence of strong agreement about what values schools and colleges should inculcate and how much attention they should give to teaching about values and also in view of the variations in students' exposure to various kinds of value development experiences in formal education. The authors infer that education develops greater receptivity to full implementation of basic human values as well as to the basic principles themselves.

This book is an excellent resource. It identifies the problems, presents exemplary procedures for researching them, and gives impressive evidence about the lasting effects of education.

*Reviewed by* **William S. Graybeal,** *research specialist, NEA Research.*


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***Pathways to Imagination: Language Arts Learning Centers and Activities for Grades K-7.*** Angela S. Reeke and James L. Laffey. Contains ideas for learning centers on handwriting, library skills, grammar, and creative dramatics. Suggests learning objectives, directions, and methods for evaluating each instructional activity. 1979. 143 pp. $9.95.

***Recipes for Learning: Exploring the Curriculum Through Cooking.*** Gail Lewis and Jean M. Shaw. Uses cooking activities as starting points for teaching basic skills in math, science, art, and language arts. Contains reproducible sheets with measurements in both English and metric units. Includes skills charts and hints on planning and carrying out classroom cookery. 1979. 199 pp. $9.95.

The following publications are available from the Intl. Reading Assn. (IRA), 800 Barksdale Rd., Newark, DE 19711.

***Books About Children's Books.*** Compiled by Virginia L. White and Emerita S. Schulte. Annotated bibliography of children's literature. Lists new publications and revisions of or supplements to earlier works. Categories include biographies, histories, indexes, and teaching methodology. 1979. 48 pp. $1.50 (price for IRA members); $2 (price for nonmembers).

***Children's Writing: An Approach for the Primary Grades.*** Leonard Sealey, Nancy Sealey, and Marcia Millmore. Suggests methods of integrating writing and reading skills and includes descriptions of classroom activities and ideas for language learning. 1979. 83 pp. $3 (price for IRA members); $4 (price for nonmembers).

***Easy Reading: Book Series and Periodicals for Less Able Readers.*** Michael F. Graves, Judith A. Boettcher, and Randall A. Ryder. Annotated bibliography of high interest materials for less able readers. Gives sources and costs of materials. 1979. 78 pp. $3 (price for IRA members); $4.50 (price for nonmembers).

***Oral Language: Expression of Thought.*** Revised. Nicholas Anastasiow. Discusses how language development is related to the child's motor, emotional, and cognitive development. Includes section on classroom materials and techniques designed to develop oral language in preparation for reading. 1979. 35 pp. $1 (price for IRA members); $1.50 (price for nonmembers).

The following publications are available from the American Library Assn., 50 E. Huron St., Chicago 60611.

***British Children's Authors.*** Cornelia Jones and Olivia R. Way. Presents interviews with 20 British authors and illustrators. 1979. 192 pp. $10.

***Children's Mathematics Books: A Critical Bibliography.*** Margaret Matthias and Diane Thiessen. Reviews of books suitable for children from preschool through grade six. Classified under six headings: counting, geometry, measurement, number concepts, time, and miscellaneous. Includes grade levels. Designates each entry as highly recommended, recommended, acceptable, or not recommended. 1979. 68 pp. $4.50.

***A Multimedia Approach to Children's Literature.*** Second edition. Edited by Ellin Greene and Madalynne Schoenfeld. Contains annotated listings of more than 500 children's books, each followed by separately annotated listings of 16mm films, filmstrips, and recordings based upon the books. 1979. 206 pp. $6.

***Children and Poetry. A Selective, Annotated Bibliography.*** Revised. Virginia Haviland and William Jay Smith. Listings of old and new rhymes and more serious poetry. Includes works originally written in English as well as English translations of works originally written in other languages. Published by the Library of Congress. Stock No. 030-000-00099-4. 1979. $3. Supt. of Docu-

(continued on page 94)


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***Children's Books: Awards and Prizes.*** Contains updated information about 88 book awards given nationally and internationally. Lists titles, authors, and classifications of awards. Indexed. 1979. 202 pp. $8.95. Children's Book Council, Inc., 67 Irving Pl., New York 10003.

The following books, designed to allow young readers to illustrate them, are available from Rainy Day Books, Dept. K 3, 2812 W. 53rd St., Fairway, KS 66205. 1979. 11 pp. $2 each; $3 for both (quantity discounts available).

***Edward Is a Rainbow.*** Richard W. Jennings and Susan Ferraro. The story of a rainbow, who, despite peer pressure, decides to spend his days upside down in order to appear as a colorful smile.

***Lisa Is a Cloud.*** Richard W. Jennings and Joan F. Van der Veen. The story of a cloud and its ever-changing shape.

The following biographical collections are available from Youth Publications, Saturday Evening Post Co., P.O. Box 1463, Indianapolis, IN 46206. Recommended for ages six through 14. 1979. 32 pp. $1.25 each.

***Famous American Indians and Tribes***
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***Filling Out Forms.*** Wendy Stein. Discusses the basic rules of filling out forms and the special words often found in forms. Includes actual forms that deal with Social Security, banking, working, driving, voting, credit, and health insurance. Fifth grade reading level. 1979. 48 pp. $1.50 (orders under $5 must be prepaid). New Readers Press, Box 131, Syracuse, NY 13210.

The following publications are available from Franklin Watts, Inc., 730 5th Ave., New York 10019.

***Geography Puzzles.*** Peggy Adler. Presents a variety of puzzles: word, hidden explorer, word search, matching, word scramble, and word-o-gram. Fourth through sixth grade reading levels. 1979. 72 pp. $5.90.

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The following publications are available from Holiday House, Inc., 18 E. 53rd St., New York 10022.

***The Railroads.*** Leonard Everett Fisher. Discusses the growth of railroads in the nineteenth century. Includes information about Casey Jones, Bat Masterson and Jesse James, and George Armstrong Custer and Chief Sitting Bull. 1979. 62 pp. $6.95.

***Songs from Alice: Alice in Wonderland and Through the Looking Glass.*** Lewis Carroll. Music by Don Harper. Includes piano accompaniments and guitar chords and additional parts for violin, flute, or recorder. Illustrations depict such characters as the Walrus and the Carpenter, the Jabberwock, and Old Father William. 1979. 48 pp. $8.95.

**Learning with Breadth and Depth**
(continued from page 71)

That phrase has become a touchstone for me. There is, of course, no particular reason to build broad and deep knowledge about ramps, pendulums, or the sun. I choose them—both in my teaching and in discussion here—to stand for any complex knowledge.

Teachers are often, and understandably, impatient for their students to develop clear and adequate ideas. But putting ideas in relation to one another is not a simple job. It is confusing, and making sense from confusion does take time. All of us need time for our confusion if we are to build the breadth and depth that give significance to our knowledge. ☐

This article has been adapted, with permission, from the first Catherine Molony Memorial Lecture, presented at the 1979 Spring Institute of the Workshop Center for Open Education, City College of the City University of New York. *Proceedings* of the Institute are available from the Center (Room 6, Shepard Hall, CCNY, Convent Ave. and 140th St., New York, NY 10031). © 1979 by the Workshop Center for Open Education.

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☐ 25-34 ☐ 50-64

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☐ none ☐ 1 ☐ 2 ☐ 3 or more

**8. What are the ages of your children?**
☐ Under 2 ☐ 6-11
☐ 2-5 ☐ 12-17

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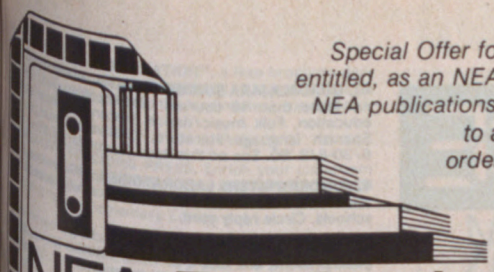

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# m&m's® at last!

## Now you can sell America's best-advertised, top-selling candy for super profits.

**Get ready for the fund-raising drive of a lifetime. Your group will be selling M & M's, the candy-coated plain and peanut chocolate delights that all America has been raised on. Who is there who hasn't savored the "melt in your mouth" goodness of these brightly-colored flavor favorites? Award-winning advertising campaigns in all media have made M & M's far and away the Number One selling candy of all time. Now it's your group's turn to cash in on the M & M's craze.**

**M & M's come packaged 48 packets to a handy carrying carton. Each packet sells for 50¢ and your group earns an easy $9.00 for every carton sold. The way M & M's are gobbled up, you can count on each member to sell at least two cartons easily.**

**Watch your profits grow:**

| If you have . . . | then order . . . | and earn: |
|---|---|---|
| 10 members | 20 cartons | $180.00 |
| 25 members | 50 cartons | $450.00 |
| 50 members | 100 cartons | $900.00 |

Order now! Call toll free 800/233-4193 (in Pa. call collect 717/342-0241). Or fill in and mail coupon today.

"THE MILK CHOCOLATE MELTS IN YOUR MOUTH—NOT IN YOUR HAND"®
GUARANTEE OF SATISFACTION If not fresh and in good condition, return unused portion for replacement. State where and when bought.
m&m's®
PEANUT
CHOCOLATE CANDIES
BRAND
m&m's®
PLAIN CHOCOLATE CANDIES
"THE MILK CHOCOLATE MELTS IN YOUR MOUTH—NOT IN YOUR HAND"®
GUARANTEE OF SATISFACTION If not fresh and in good condition, return unused portion for replacement. State where and when bought.

TEDDY

To: **REVERE COMPANY**
Scranton, Pennsylvania 18504

☐ Please send us ____ cartons of M & M's Plain Chocolate Candies (#191).

☐ Please send us ____ cartons of M & M's Peanut Chocolate Candies (#192).

Name _____

Title _____ Ph. [area code] _____

Address _____

City _____ State/Zip _____

Group _____ No. of members _____

Sponsoring Unit _____ Address _____

Name, address and phone number of 2 additional officers.

Name _____ Address _____ Ph. _____

Name _____ Address _____ Ph. _____

Whenever possible, to avoid extra private residency delivery charges (for which Revere cannot be responsible), have shipment sent to business address of a member.

Shipping address (if different from above) _____

Signed _____ Adult Leader _____

**NO INVESTMENT, NO RISK.** Payment due 30 days after receipt of candy. Freight paid on 30 or more cartons. Groups ordering less than 30 cartons should allow for freight charges when estimating profit. To insure factory freshness, we are unable to accept returns of candy. Weight and price subject to change.

CIRCLE QUICK-ACTION CARD NO. 9